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## ABSTRACT

A sixth grade unit on tobacco, drugs, and alcohol is presented in this curriculum guide for teachers. The introductory section states general objectives and specific knowledge facts for each of the three study areas. Also, skills and attitudes to be developed, general motivating activities, and teaching hints for slow and rapid learners are included. Individual units enumerate basic concepts and suggest teacher and student materials, audio visual aids, motivating questions, and activities to develop the concepts. An appropriate glossary of terms and additional teacher information and ideas supplement each study area. Culminating activities and teacher-pupil evaluation of knowledge, skills, and attitudes for the entire unit conclude the guide. Sources of information and a bibliography are listed. This work was prepared under an ESEA Title III contract. (EL)

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Great Falls Public Schools  
Great Falls, Montana

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TOBACCO, DRUG, AND ALCOHOL UNIT

SE 012 097

ESEA TITLE III I.M.C. PROJECT 5115

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Great Falls Public Schools  
Great Falls, Montana

TOBACCO, DRUG, AND ALCOHOL UNIT  
SIXTH GRADE

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## INTRODUCTION

Because the subjects of this unit are controversial in society, some discuss how these subjects can be presented in the classroom. The teacher must be careful of their stands or practices, as intelligent persons may be found on both sides of the issue.

The time at which most young people begin to encounter experiences with tobacco is during their pre-adolescent and teenage years. Plato wrote that the purpose of education is to develop the natural talents of a person, so as to make him a more complete person and a fit member of society. Along with this reasoning, the best way for young students to face a problem is to think for themselves. Then they are more apt to base their decisions on discretion and common sense with tobacco use as a sound basis.

A preaching or a scare technique is a futile attempt--students are more receptive when they are encouraged to express their own feelings and are free to ask questions than when teachers educate ourselves first, if we present the known facts well, if we present them without bias, and if in addition our own attitudes and values are sound, we can be confident that we are helping people to avoid confusion and trouble in their young lives, and to make intelligent decisions about tobacco, and drugs.

The National Education has stated its goals in this field as follows:

2D - Continuing stress on education regarding the effects of alcohol, and tobacco by making full use of research on tobacco.

The unit provides many different areas of study. It is not intended that the teacher, understanding the needs of his pupils, should feel free to choose the areas which meet his particular situation.

Because research is every day uncovering new facts and insights concerning tobacco, the teacher will prepare, with the aid of his class, a personal file of current material.

"The federal funds in this project were provided by ESEA Title III. Title III of the Elementary and Secondary Education Act is designed to encourage the development of new ideas, to encourage innovations in education through exemplary programs and to supplement existing programs."

### INTRODUCTION

Issues of this unit are controversial in society, some discussion is necessary relative to those presented in the classroom. The teacher must be careful not to condemn others for their views. Intelligent persons may be found on both sides of the issues.

Most young people begin to encounter experiences with tobacco, alcohol, and narcotics during their adolescent and teenage years. Plato wrote that the purpose of education is to develop the individual so as to make him a more complete person and a fit member of society. Following this, the best way for young students to face a problem is to be well informed about it. They should use their decisions on discretion and common sense with a certain amount of independent

The lecture technique is a futile attempt--students are more receptive to information when they express their own feelings and are free to ask questions that trouble them. If we as teachers first, if we present the known facts well, if we present them without distortion or bias, if our own attitudes and values are sound, we can be confident that we are helping young people to face trouble in their young lives, and to make intelligent decisions regarding alcohol,

Education has stated its goals in this field as follows:

Continuing stress on education regarding the effects of narcotics, alcohol, and tobacco by making full use of research on these problems.

In many different areas of study. It is not intended that all activities be pursued. The needs of his pupils, should feel free to choose the subject matter and materials in their own situation.

As every day uncovering new facts and insights concerning this area, it is hoped that with the aid of his class, a personal file of current materials.

Those in this project were provided by ESEA Title III. Title III of the Elementary and Secondary Education Act is designed to encourage the development of new ideas, to demonstrate worthwhile programs through exemplary programs and to supplement existing programs."

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## OBJECTIVES

### GENERAL

To teach the facts about tobacco, alcohol, and drugs so that the students will be concerning their use.

To correlate these facts with health studies.

### KNOWLEDGE

#### TOBACCO

##### General

Smoking is casually related to lung, oral, laryngeal, esophageal, urinary, and cardiovascular, and other diseases are related to smoking.

##### Specific

Cigarette smoking is the nation's leading habit.

It is important to make wise decisions concerning the use of tobacco.

The past history of tobacco has led to its excessive use today.

Cigarette advertising strongly influences many people.

Most heavy smokers use cigarettes rather than pipes or cigars.

The tobacco habit is hard to break; it is easier not to start smoking than to

Tobacco and its smoke contain many poisons.

Smoking speeds the heart beat and may cause a rise in blood pressure.

Smoking lowers the temperature of the skin, especially that of the hands and feet. Circulation develops.

## OBJECTIVES

### GENERAL

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### OBJECTIVES (continued)

Tobacco smoke makes the lining of the mouth red and dry. It may cause inflamed throats and coughing.

Statistics indicate that the death rate for smokers is 70% higher than it is for nonsmokers.

The Surgeon General's Advisory Committee on Smoking found conclusive evidence that smoking is a cause of health and a cause of many diseases, especially those of the respiratory system. The most common form of tobacco is the cigarette.

There are no sound arguments to justify smoking.

The U.S. Government is taking action to educate the public.

### DRUGS

#### General

To gain an understanding of the proper and improper use of drugs, the effects of these drugs on the body, and the ultimate effect on personal health and society.

The increasing use of stimulants, depressants, and hallucinogenic drugs is a matter of concern.

#### Specific

Drugs are substances which produce effects which alter the activity of body cells.

There are proper medical uses for drugs. Certain drugs that are valuable medicines can be used improperly. There are proper and improper uses of drugs.

Drugs may be classified as stimulants, depressants, or hallucinogens. Slang vocabulary is often used to describe drugs.

Stimulants are drugs which produce excitation, alertness, and wakefulness.

Depressants are drugs which slow the central nervous system producing relaxation and sleep.

OBJECTIVES (continued)

g of the mouth red and dry. It may cause inflamed throat, chronic harshness,

death rate for smokers is 70% higher than it is for nonsmokers.

y Committee on Smoking found conclusive evidence that smoking is injurious to  
seases, especially those of the respiratory system. The most injurious form

to justify smoking.

g action to educate the public.

the proper and improper use of drugs, the effects of these drugs on the nervous  
ect on personal health and society.

ants, depressants, and hallucinogenic drugs is a matter of great concern today.

roduce effects which alter the activity of body cells.

s for drugs. Certain drugs that are valuable medicines can also be harmful poisons.  
r uses of drugs.

timulants, depressants, or hallucinogens. Slang vocabulary is associated with these

roduce excitation, alertness, and wakefulness.

slow the central nervous system producing relaxation and/or sleep.

### OBJECTIVES (continued)

Hallucinogens are drugs which produce sensations of distortion of such things as time and space, and other bizarre effects.

Although marijuana does not cause physical addiction, it may lead to psychological addiction in some addicts who began with marijuana.

Narcotic drugs can be defined scientifically and legally. (Example: Marijuana is not a narcotic scientifically, but legally it is treated as a narcotic. Cocaine is scientifically a stimulant, but by law, narcotic drugs are so designated by the Federal Government. They cause euphoria and development of tolerance.)

Several powerful and dangerous narcotic drugs are derived from opium.

No drugs should be taken unless prescribed by a physician or, as in the case of "over-the-counter" drugs, under parental supervision.

Everyone has serious problems at times. Some persons try to solve them consciously, stand and fight and make a satisfactory adjustment to the situation as it really is, rather than let it be.

The person who starts using drugs may also start a habit that he will find very difficult to break.

Drug addiction may be cured with hospital confinement and treatment. However, the success rate is low and desirous of help. The percentage of permanent cures is discouragingly low.

### ALCOHOL

#### General

To gain an understanding of what alcohol is, how it is used commercially, how it is absorbed by the body, and how it affects health and society.

#### Specific

There are many different types of alcohol. Beverage alcohol is ethyl alcohol. Methyl alcohol is wood alcohol and is poisonous.



OBJECTIVES (continued)

duce sensations of distortion of such things as time, space, sound, color, and

physical addiction, it may lead to psychological dependence; 80-90% of heroine

ntifically and legally. (Example: Marijuana is scientifically a hallucinogen,  
otic. Cocaine is scientifically a stimulant, but it is treated as a narcotic  
gnated by the Federal Government. They cause emotional and physical addiction

cotic drugs are derived from opium.

escribed by a physician or, as in the case of "over-the-counter drugs," under

imes. Some persons try to solve them consciously by running away. Others  
ctory adjustment to the situation as it really is--not as they would like

may also start a habit that he will find very difficult to break.

ospital confinement and treatment. However, the patient must be cooperative  
age of permanent cures is discouragingly low.

alcohol is, how it is used commercially, how it is abused, how it reacts in  
h and society.

alcohol. Beverage alcohol is ethyl alcohol. Methyl alcohol is made from

OBJECTIVES (continued)

There are industrial and medical uses for alcohol.

Alcohol's classification as a food is controversial; by most definitions it is called a poor food. It has calories but no vitamins, minerals, or proteins; it is a food in one way and a poison in another.

Alcohol is a drug and a depressant.

Alcoholic beverages are made by the process of fermentation.

Alcohol, according to most scientists and physicians, serves no useful purpose when it is consumed in excess of the body's needs.

Alcohol is not digested in the way that food is digested; rather, it is absorbed directly into the bloodstream.

The alcohol problem is a major health concern today.

Alcohol, when substituted for food, may cause serious conditions and disease in the body. Various diseases such as beriberi and pellagra are often associated with alcoholism.

Alcohol affects mental and physical efficiency.

A blood alcohol level of .05% seriously affects the body processes.

Loss of behavior control may result in tragic impulsive actions.

Addiction to alcohol involves physiological dependence and severe withdrawal symptoms.

Acute alcoholism is usually accompanied by personality breakdown and physical, social, and moral deterioration of the victim.

Alcohol has a definite effect on society. Traffic accidents, crime, broken homes, and industrial absenteeism result.

Aviation, railroad, and other transportation authorities forbid the use of alcohol while the operator is on duty.

OBJECTIVES (continued)

es for alcohol.

is controversial; by most definitions it is called a poor food because it  
als, or proteins; it is a food in one way and a poison in another.

process of fermentation.

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ociety. Traffic accidents, crime, broken homes, and industrial accidents

sportation authorities forbid the use of alcohol while their employees

OBJECTIVES (continued)

Environmental problems, unhappiness, and insecurity may lead to alcoholism as are a variety of reasons why people begin to drink.

Alcoholics are ill and should be assisted in every way possible to help themselves.

The best way to insure good health when you are older is to live healthfully now.

OBJECTIVES (continued)

appiness, and insecurity may lead to alcoholism as an escape from reality. There  
y people begin to drink.

ld be assisted in every way possible to help themselves.

health when you are older is to live healthfully now.



OBJECTIVES (continued)

SKILLS

Development of application of scientific method to problem solving and making decisions.

Development of discrimination in newspaper and magazine reading.

Development of awareness of the problems that tobacco, drugs, and alcohol pose on society.

Development of critical thinking to make decisions after learning facts.

Development of:

writing reports

research and oral reports

taking notes

making comparisons

listening

discussion

outlining

summarizing

evaluating charts and graphs

library usage

personal interviews

making murals and bulletin board displays

appreciation of and respect for the decisions of others

OBJECTIVES (continued)

ATTITUDES

Personality is not fixed in childhood; it grows and develops throughout life, and it can

The interests, attitudes, skills, practices, and knowledge you acquire during the next decade will have a decisive influence upon the rest of your life.

Adolescence is a critical stage of living that should be accepted, enjoyed, and pursued to maturity; normal teenage "growing pains" are the price of achieving maturity.

Teenage freedom goes hand-in-hand with teenage acceptance of more responsibility for planning the adult years ahead.

Teenagers should strive to be well adjusted, creative persons, capable of expressing themselves with others in work and play.

It is easier to refuse trying drugs for the first time than it ever is again.

It is important to develop good health practices and attitudes.

It is important to understand the reasons that people start taking drugs, smoking, or drinking.

It is better for teenagers to learn to make good adjustments to their social problems, rather than "props" such as smoking, drinking, and taking drugs to relieve emotional tension and maintain a facade.

Too many teenagers are trying to substitute smoking, drinking, and drugs for the development of healthy habits.

Happiness and peace of mind cannot be purchased in a corner drugstore. Happiness is inseparable from good mental and physical health. Tranquilizing drugs may have harmful as well as beneficial effects and should be taken only with medical advice and supervision.

Proper rest, sleep, exercise, food, medical care, emotional control, and general satisfaction all help to keep the heart and body strong and healthy.

Smoking, drinking, and taking drugs are costly habits; are they worth the cost?

OBJECTIVES (continued)

ATTITUDES

grows and develops throughout life, and it can be changed.

es, and knowledge you acquire during the next ten years will have a  
life.

that should be accepted, enjoyed, and pursued as a stepping stone to  
are the price of achieving maturity.

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may have harmful as well as beneficial effects and they should be  
ision.

al care, emotional control, and general satisfaction with one's life  
g and healthy.

ostly habits; are they worth the cost?

OBJECTIVES (continued)

Your eyes, ears, and other senses must be protected; it is extremely important that they be protected.

Your habits will change as you go through life; they are learned--not inborn.

We are born able to learn self-control; by forming good habits, we can check our impulses.

Habits can be your friends or enemies. They can help you get what you want out of life.

Every age has its special problems to which one must make a creative, successful, and happy, healthful, and useful life.

OBJECTIVES (continued)

es must be protected; it is extremely important that the inner senses also be  
go through life; they are learned--not inborn.  
control; by forming good habits, we can check our impulses when we think we should.  
enemies. They can help you get what you want out of life or keep from getting it.  
ems to which one must make a creative successful adjustment if he is to lead a  
e.



## MOTIVATING ACTIVITIES

### TOBACCO

Invite a resource person from the Cancer Society or Heart Association to talk about the effects of smoking. Ask him to tell only enough of the highlights to stimulate interest.

Encourage students to talk about what they already know about the effects of smoking. Have a collection of newspaper and magazine articles relating to smoking. Ask the students to identify the ones made by cigarette advertisers.

Ask students about some of the good habits they have; also encourage them to break. Ask, "Are habits easily broken?". Show a film concerned with smoking. (Example: "Phony Folks.")

Encourage students to tell about an anti-smoking commercial that they have seen.

### DRUGS

Encourage students to bring in newspaper and magazine clippings concerning drug abuse.

Discuss some of the proper uses of drugs; allow students time to tell about the medicines they have taken and the effect that these medicines have had on them.

Invite a pharmacist or doctor to tell about some of the interesting new drugs.

Encourage students to tell about some of the abuses of drugs that they have heard of.

Collect and analyze drug advertisements.

Ask a law enforcement officer to talk about legal control of drugs.

### ALCOHOL

Compare the appearance and actions of alcohol to those of water.

Talk about the many uses of alcohol in industry. Show a film. (Example: "The Great Train Robbery.")

Collect advertisements concerned with alcohol.

### MOTIVATING ACTIVITIES

er Society or Heart Association to tell some of the effects of tobacco.  
hlights to stimulate interest.

they already know about the effects of tobacco. Have them make a  
rticles relating to smoking. Ask them to analyze some of the claims

bits they have; also encourage their telling about habits they would  
y broken?". Show a film concerned with cigarette advertising.

anti-smoking commercial that they have recently seen on TV.

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medicines have had on them.

about some of the interesting new developments in drugs.

of the abuses of drugs that they have heard about.

ts.

about legal control of drugs.

f alcohol to those of water.

in industry. Show a film. (Example: "Science of Alcohol.")

n alcohol.

### TEACHING HINTS FOR SLOW AND RAPID LEARNERS

Make brief assignments for slow learners; assign lessons from pamphlets of Heart Association.

Open book lessons are ideal for slow learners; check their ability to make brief, written magazine articles and news stories.

Show slower learners as often as necessary how to use phonetic pronunciations and definitions. Check to see if they can properly use dictionary guide words and pronunciation keys.

Encourage slow learners to participate in supplementary activities and class discussions.

Slow learners will enjoy looking and reading the following:

"I'll Choose the High Road" - ACS

"A Light on the Subject of Smoking" - U.S. Government Printing Office, #448

"Where There's Smoke" - ACS, #2017

"Why Nick the Cigarette is Nobody's Friend" - U.S. Government Printing Office, #447

Rapid learners will be keenly interested in learning the scientific facts about alcohol. Challenge them to their best efforts.

Supplementary activities will help the student form mature opinions about alcohol, tobacco.

Help rapid learners expand their technical vocabulary and increase their understanding.

Challenge rapid learners with extra activities concerned with the way the human brain works, alcohol, tobacco, and drugs on it and the other body cells.

Rapid learners will enjoy doing research with the following books:

Consumers Union Report on Smoking and Health

Report to the Surgeon General

Drugs - Life Series

### TEACHING HINTS FOR SLOW AND RAPID LEARNERS

slow learners; assign lessons from pamphlets of Heart Association and Cancer Society.

slow learners; check their ability to make brief, written study notes from series.

as necessary how to use phonetic pronunciations and definitions of new terms. Early use dictionary guide words and pronunciation keys.

participate in supplementary activities and class discussions.

ing and reading the following:

- ACS

"Smoking" - U.S. Government Printing Office, #448  
, #2017

"Nobody's Friend" - U.S. Government Printing Office, #447

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help the student form mature opinions about alcohol, tobacco, and narcotics.

their technical vocabulary and increase their understanding of their own bodies.

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ing research with the following books:

Smoking and Health

ral

## TOBACCO

Concepts	Teacher Materials	Student
I. Part of growing up consists of acquiring information which will help you make important decisions. Some of the decisions you make will concern the use of tobacco, drugs, and alcohol. This section will be concerned with tobacco.	Filmstrip: "Cigarettes and Health - A Challenge to Educators" - ACS Reprint: "The Facts on Teen-Age Smoking" - ACS "What We Know About Children and Smoking" - #1711, U.S. Government Printing Office	"Shall I Ditto: Smoke" "I'll Ch ACS Ditto: Ditto:
A. The past history of tobacco has led to its excessive use today.	"Cigarette Quiz" - #EM415 - MHA "Parents, Teachers, Students Take A New Look at Cigarettes and the Schools" - NEA	Ditto: Ditto: Cigaret Health Foresma About A Foresma
B. Cigarette advertising is influential. One must be careful to analyze the facts.	Health For All, Book 7 - Scott Foresman, 1965 - pp. 177-181 "Smoking - The Great Dilemma" - #361 - ACS	"A Ligh #448 -

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**Teacher Materials**

Filmstrip: "Cigarettes and Health - A Challenge to Educators" - ACS

Reprint: "The Facts on Teen-Age Smoking" - ACS

"What We Know About Children and Smoking" - #1711, U.S. Government Printing Office

"Cigarette Quiz" - #EM415 - MHA

"Parents, Teachers, Students Take A New Look at Cigarettes and the Schools" - NEA

Health For All, Book 7 - Scott Foresman, 1965 - pp. 177-181

"Smoking - The Great Dilemma" - #361 - ACS

**Student Materials**

"Shall I Smoke?" - #2042, ACS

Ditto: Quiz - "To Smoke or Not to Smoke"

"I'll Choose the High Road" - #2075.01 ACS

Ditto: "Cigarette Quiz"

Ditto: "Vocabulary Quiz"

Ditto: "History Quiz"

Ditto: "Tobacco - From Seed to Cigarette"

Health For All, Book 6 - Scott Foresman, 1965 - pp. 196-199

About All of Us, Book 6, Scott Foresman, 1960 - pp. 198-199

"A Light on the Subject of Smoking" - #448 - MHA

Audio Visual	Motivating Questions	Activities
Posters: American Heart Association	What are some of the decisions that you have made today? What decisions were already made for you?	Give students tobacco.
Filmstrip and Record: "To Smoke or Not to Smoke"	What future decisions will you have to make?	Encourage stress in others individual
Filmstrip and Record: "I'll Choose the High Road"	How should a person try to make intelligent decisions? (Elicit idea of learning the facts on both sides of the issue through research, education, etc.)	
	What forms of communication are influential in helping people make decisions? (Newspapers, television, magazines, radio, etc.)	
Film: "Smoking - Past and Present" - American Cancer Society	Think back to what you learned in the fifth grade about the importance of tobacco in the South prior to and following the Civil War. What do you recall about the history of tobacco?	Research "Early
Filmstrip: "Tobacco History" - Eyegate, #190-F (Cassette)		
Film: #1163 - "Phony Folks"	Tell about some of the TV commercials that advertise cigarettes. What are some of their claims? Do you often hear many of the same claims from different manufacturers? What is a wise way to evaluate the claims? (Elicit the idea of studying the facts.)	Collect newspaper Analyze and evaluate Discuss seen on lend the campaign posters

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### Motivating Questions

What are some of the decisions that you have made today? What decisions were already made for you?

What future decisions will you have to make?

How should a person try to make intelligent decisions? (Elicit idea of learning the facts on both sides of the issue through research, education, etc.)

What forms of communication are influential in helping people make decisions? (Newspapers, television, magazines, radio, etc.)

Think back to what you learned in the fifth grade about the importance of tobacco in the South prior to and following the Civil War. What do you recall about the history of tobacco?

Tell about some of the TV commercials that advertise cigarettes. What are some of their claims? Do you often hear many of the same claims from different manufacturers?

What is a wise way to evaluate the claims? (Elicit the idea of studying the facts.)

### Activities

Give student questionnaire concerning tobacco; discuss questions.

Encourage comments from students; stress importance of listening to others in class, of waiting for individual opportunity to speak, etc.

Research: "History of Tobacco"

or

"Early Use of Tobacco by U.S. Settlers"

Collect cigarette advertisements from newspapers and magazines.

Analyze TV claims; students take notes and evaluate the claims.

Discuss the anti-smoking campaigns now seen on TV. Make posters which will lend themselves to an anti-smoking campaign; display the finished posters.



TOBACCO (continued)

Concepts	Teacher Materials	
C. People smoke for a variety of reasons.	"Your Teenage Children and Smoking" #423 - MHA	"
	"Your Teen-Ager and Smoking" - OP-177 - AMA	A
	Basic Texts - Smoking:	
	<u>The Consumers Union Report on Smoking and the Public Interest</u>	
	<u>Tobacco and Health, A Handbook for Teachers</u> - Tane Press, 1968	
	<u>Smoking and Health. Report of Advisory Committee to the Surgeon General of the Public Health Service</u> - #1103	
	<u>Summaries and Conclusions. Smoking and Health. Report of the Advisory Committee to the Surgeon General of the Public Health Service</u> - #2019 - ACS	
	<u>The Health Consequences of Smoking. 1968 Supplement to the 1967 Public Health Service Review.</u>	
II. Cigarettes contain many poisonous substances.	"Smoking: Facts You Should Know" - OP-42 - AMA, 1964 - p. 2-3	
A. Ammonia		
B. Arsenic		
C. Carbon monoxide		
D. Formaldehyde		
E. Hydrogen cyanide		
F. Hydrogen sulfide		
G. Insecticides		
H. Nicotine		
I. Tar		

	Teacher Materials	Student Materials
ety	<p>"Your Teenage Children and Smoking" #423 - MHA</p>	<p>"Smoke Cigarettes? Why?" - #2042 - ACS, 1968</p>
	<p>"Your Teen-Ager and Smoking" - OP-177 - AMA</p>	
	<p><u>Basic Texts - Smoking:</u></p>	
	<p><u>The Consumers Union Report on Smoking and the Public Interest</u></p>	
	<p><u>Tobacco and Health, A Handbook for Teachers</u> - Tane Press, 1968</p>	
	<p><u>Smoking and Health. Report of Advisory Committee to the Surgeon General of the Public Health Service</u> - #1103</p>	
	<p><u>Summaries and Conclusions. Smoking and Health. Report of the Advisory Committee to the Surgeon General of the Public Health Service</u> - #2019 - ACS</p>	
	<p><u>The Health Consequences of Smoking. 1968 Supplement to the 1967 Public Health Service Review.</u></p>	
	<p>"Smoking: Facts You Should Know" - OP-42 - AMA, 1964 - p. 2-3</p>	<p>"Facts for Teenagers - Smoking Health and You" - #424 - MHA</p> <p>"Why Nick the Cigarette is Nobody's Friend" - #447 - MHA</p>

Audio Visual	Motivating Questions	Activities
Film: #1261 - "Smoke Anyone?"	Why do you think older people smoke?	Students or older people report.
Film: "Is Smoking Worth It?" - ACS	1. Calm nerves 2. Control weight 3. Gain satisfaction	
Transparency Series: "Why Smoke"	Why do you think young people smoke?	
Poster: "Why Be Another Sheep?"	1. Parents smoke 2. Friends smoke 3. Appear glamorous 4. Appear mature	
Film: #1167 - "No Smoking"	Do you know of any substances present in tobacco? (Most will be familiar with tar and nicotine.)	Make a list of substances found in household items.
Filmstrip: "Tobacco - Statistics and Chemistry" - Eyegate, #190-G (Frames 23-36)	Do you think the same substances would be found in pipe and cigar tobacco? Why?	Show students a pipe and a cigar.
	Does a cigarette with a filter prevent poisons from entering your body?	Smoking Manikin "message"

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### Motivating Questions

### Activities

Why do you think older people smoke?

1. Calm nerves
2. Control weight
3. Gain satisfaction

Students may wish to interview parents or older people who smoke and make reports to the class.

Why do you think young people smoke?

1. Parents smoke
2. Friends smoke
3. Appear glamorous
4. Appear mature

Do you know of any substances present in tobacco? (Most will be familiar with tar and nicotine.)

Make a list of some of most familiar substances and cite other uses for them. (Example: Ammonia--also found in household cleaning substances.)

Do you think the same substances would be found in pipe and cigar tobacco? Why?

Show students a flask of tar that a smoker would inhale in 2-3 months.

Does a cigarette with a filter prevent poisons from entering your body?

Smoking Sam Manikin - Modern Millie Manikin. Make a tape recording of a "message" for Sam and Millie to give.

TOBACCO (continued)

Concepts	Teacher Materials	Student Materials
III. Smoking interferes with bodily functions and is therefore injurious to health.	<p>"Cigarettes and Health" - #220A - ACS</p> <p>"Smoking - Why the FUSS?" - Narcotics Education, 1966</p> <p>"1968 Cancer Facts and Figures" - ACS, 1968</p> <p>"The Facts About Smoking and Health" - #1712, U.S. Government Printing Office</p> <p>"His First Cigarette May Be a Matter of Life or Death." - PTA</p>	<p>"When You Smoke..." - ACS</p> <p>"10 Facts About Smoking" - ACS</p> <p>"You Can Quit Smoking" - ACS</p> <p>"Smoking and Health" - ACS</p> <p>"Diet and Health" - ACS</p>
IV. Smoking contributes directly and indirectly to disease.	<p>"Cancer of the Lung." - U.S. Government Print. Office, 1968</p> <p>"Cigarette Smoking - Chronic Bronchitis and Emphysema" - #1103-F U.S. Government Printing Office, 1966</p>	<p>Out of the Fog - ACS</p> <p>Diet and Health - ACS</p> <p>"When You Smoke..." - ACS</p> <p>Smoking and Health - ACS</p> <p>MHA - ACS</p> <p>Diet and Health - ACS</p>
<p>A. Cancer</p> <p>B. Respiratory diseases</p> <p>C. Cardiovascular</p> <p>D. Others</p> <p>(See p. 26 for additional information.)</p>		

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Teacher Materials

Student Materials

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"Cigarettes and Health" - #220A - ACS

"Smoking - Why the FUSS?" - Narcotics Education, 1966

"1968 Cancer Facts and Figures" - ACS, 1968

"The Facts About Smoking and Health" - #1712, U.S. Government Printing Office

"His First Cigarette May Be a Matter of Life or Death." - PTA

"Cancer of the Lung." - U.S. Government Print. Office, 1968

"Cigarette Smoking - Chronic Bronchitis and Emphysema" - #1103-F U.S. Government Printing Office, 1966

"Where There's Smoke . . ." - #2017 - ACS

"10 Little Smokers" - MHA

"Your Health and Cigarettes" - #2085 - ACS, 1968

"Smoking or Health" - Tane Press, 1966

Ditto: "What Would You Do?"

Outline: "Diseases"

Ditto: "What Would You Say?"

"What Everyone Should Know About Smoking and Heart Disease" - EM343 - MHA

Ditto: "Tobacco Quiz"

## Audic Visual

## Motivating Questions

Have you ever heard that cigarette smoke keeps insects away? Why do you think this might be true?

Film: "The Huffless, Puffless Dragon" - ACS

Transparency: "Respiratory and Digestive System"

Poster: "Smoke the Money--It's Healthier"

Filmstrip: "Tobacco and Health"  
Eyegate - #190H

Film: "Barney Butt" - MHA

Filmstrip: "Tobacco" - Q-Ed  
Productions

Do you know of any health hazards that are associated with smoking?

Film: "Smoking and Heart Disease" - MHA

Film: "A Breath of Air" - ACS

Film: "Time Pulls the Trigger" - ACS

What type of diseases are often associated with smoking?

### Motivating Questions

Have you ever heard that cigarette smoke keeps insects away? Why do you think this might be true?

Do you know of any health hazards that are associated with smoking?

What type of diseases are often associated with smoking?

### Activities

Examine cigarette and pipe filters.

Devise experiments to show substances which are separated when smoke is sent through a filter.

Smoking machine experiments. Smoking and Health Experiments, Demonstrations and Exhibits - #1843, U.S. Government Printing Office - pp. 1-8. Use residues from above experiments to show effects of smoke on living things - p. 9.

Make a scrapbook or bulletin board depicting ways to keep healthy.

Devise experiments using a smoky cloth; then smell food.

Give blindfolded and "nose-clamped" student a taste of apple--then pear to show the relationship of smell to taste.

The numbing effect of tobacco upon the taste buds may be compared with the effect of extreme cold. Put an ice cube on the tongue of a student for several seconds and then determine his ability to taste sweet, sour, bitter, and salty substances.

Use a smoking machine (ACS) to demonstrate the residue found in cigarette smoke.

Demonstrations: "Effect of Smoking on Body" - Smoking and Health Experiments, Demonstrations, and Exhibits, #1843, pp. 15-17.



TOBACCO (continued)

Concepts	Teacher Materials	Student
	Ditto: "Outline of Diseases"	"Wh
	"Youth Looks at Cancer" - ACS	Smol
	"What the Cigarette Commercials Don't Show" - ACS	
	"Teaching About Cancer" - #2040 - ACS	
V. Smoking is considered a hazard and the U.S. Government is taking ACTION to educate the public.	<p><u>Summaries and Conclusions. Smoking and Health. Report of the Advisory Committee to the Surgeon General of the Public Health Service - #2019, ACS</u></p> <p>"100,000 Doctors Have Quit Smoking Cigarettes." - #2033 - ACS, 1968</p> <p>"If You Must Smoke" - #1786 U.S. Government Printing Office</p> <p>"How to Break the Cigarette Habit" #GPO 937-882 National Clearinghouse for Smoking and Health</p> <p>"It's Not Too Late to Stop Smoking Cigarettes" - #386 - MHA</p> <p>Reprint: "Coming: Action to Reduce Cigarette Smoking" - <u>Reader's Digest</u> - December, 1968</p>	<p>"Yo</p> <p>Are</p> <p>"En</p> <p>#EM</p> <p>Dit</p> <p>Cig</p> <p>Boo</p> <p>Sta</p> <p>Dit</p>

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#### Teacher Materials

Ditto: "Outline of Diseases"

"Youth Looks at Cancer" - ACS

"What the Cigarette Commercials  
Don't Show" - ACS

"Teaching About Cancer" - #2040 -  
ACS

#### Student Materials

"What to Tell Your Parents About  
Smoking" - #EM 427 - AHA

Summaries and Conclusions. Smoking  
and Health. Report of the Advisory  
Committee to the Surgeon General of  
the Public Health Service - #2019,  
ACS

"100,000 Doctors Have Quit Smoking  
Cigarettes." - #2033 - ACS, 1968

"If You Must Smoke" - #1786 U.S.  
Government Printing Office

"How to Break the Cigarette Habit"  
#GPO 937-882 National Clearinghouse  
for Smoking and Health

"It's Not Too Late to Stop Smoking  
Cigarettes" - #386 - MHA

Reprint: "Coming: Action to Reduce  
Cigarette Smoking" - Reader's  
Digest - December, 1968

"You Can Quit Smoking - Young Smokers  
Aren't Really Hooked." - #433 - MHA

"Enjoy the Pleasures of Not Smoking" -  
#EM 437 - MHA

Ditto: "How to Say No When Offered a  
Cigarette."

Bookmarks: "Best Tip Yet--Don't  
Start."

Ditto: "Quiz - Tobacco"

Audio Visual	Motivating Questions	Activities
Bulletin board display of cigarette package with the "Hazard to Health" shown.	Why was the Advisory Committee to the Surgeon General formed? By whose request? When? Who was on the committee?	Discussion film: "A
Filmstrip: "Tobacco - Report of U.S. Surgeon General's Advisory Committee, 1964" - Eyegate #190-I	What work is being done by the Cancer Society and Heart Association to inform people about smoking?	Experiment Diseased Experiment Exhibits
	Do you favor the proposal, made by some student councils in some high schools that smoking areas be set apart for student use? Give reasons for your decision.	Procure s use in a your stude color, we Inflate t respirati on respir
	Smoking is a costly habit. Is it worth it?	Organize "The Wo Associ
		"The Wo Societ
		Review TV
		Use stati
		Research spent on amount wi highways,

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## Motivating Questions

Why was the Advisory Committee to the Surgeon General formed? By whose request? When? Who was on the committee?

What work is being done by the Cancer Society and Heart Association to inform people about smoking?

Do you favor the proposal, made by some student councils in some high schools that smoking areas be set apart for student use? Give reasons for your decision.

Smoking is a costly habit. Is it worth it?

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## Activities

Discussion of Charlie's Health. (From film: "A Breath of Air" - ACS)

Experiment: "Respiration--Healthy vs. Diseased Lung" - Smoking and Health Experiments, Demonstrations and Exhibits - #1843 - p. 14

Procure some hog or sheep lungs for use in a class demonstration. Let your students note their size, shape, color, weight, and general appearance. Inflate the lungs. Discuss human respiration and the effect of smoking on respiration.

Organize a student panel discussion on:

"The Work of the American Heart Association"

or

"The Work of the American Cancer Society in Relation to Smoking"

Review TV anti-smoking commercials.

Use statistics and correlate with math.

Research concerning amount of money spent on tobacco in 1968; compare this amount with that spent on education, highways, and churches.

TOBACCO (continued)

Concepts	Teacher Materials	Student
	"Smoking - the Great Dilemma" - #361 - pp. 8-9 and 18	

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Teacher Materials

Student Materials

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"Smoking - the Great Dilemma" -  
#361 - pp. 8-9 and 18

Audio Visual	Motivating Questions	Activities
	Smokers sometimes argue that many smokers do not contract any form of lung cancer. They use this as an argument that smoking does not cause lung cancer. What is your opinion?	Determine 1-2 pages "What amount Discuss "Summary Report
	Could the economy of our nation be affected if everyone were to quit smoking? ("Smoking - the Great Dilemma" - #361 - p. 8-9 and 18.)	Set up the table Given
	Discussion on smoking may lead into discussion of smoking marijuana (drug section).	Exhibit and "H and H and E

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#### Motivating Questions

Smokers sometimes argue that many smokers do not contract any form of lung cancer. They use this as an argument that smoking does not cause lung cancer. What is your opinion?

Could the economy of our nation be affected if everyone were to quit smoking? ("Smoking - the Great Dilemma" - #361 - p. 8-9 and 18.)

Discussion on smoking may lead into discussion of smoking marijuana (drug section).

#### Activities

Determine how much a person who smokes 1-2 packs a day spends in a year. Ask "What else might be done with that amount of money?"

Discuss Table 1 and Table 2 of the "Summary of the Surgeon General's Report."

Set up a panel discussion or debate on the topic: "Should the Government be Given the Power to Control Smoking?"

Exhibits: "Smoking Machine Results," and "Smoking Information" - Smoking and Health Experiments, Demonstration, and Exhibits - #1843 - pp. 18-19



TEACHER INFORMATION.

VI. DISEASES DIRECTLY RELATED TO SMOKING

- A. Cancer
  - 1. Lung
  - 2. Larynx (voice box)
  - 3. Lip
  - 4. Esophagus
  - 5. Mouth
  - 6. Pharynx (throat)
  - 7. Cheek
  - 8. Urinary bladder
- B. Respiratory Diseases
  - 1. Chronic bronchitis
  - 2. Emphysema
  - 3. Chronic bronchopulmonary
- C. Cardiovascular Diseases
  - 1. Coronary artery disease
  - 2. Coronary heart disease
  - 3. Buerger's disease
- D. Others
  - 1. Peptic ulcer
  - 2. Sinusitis

## VII. GLOSSARY

- ammonia - colorless, pungent gas composed of nitrogen and hydrogen-- $\text{NH}_3$ ; used in and as a strong cleaning fluid
- arsenic - a silvery-white, brittle, very poisonous chemical; compounds of it are cides, glass, medicines; arsenic trioxide has no taste
- cancer - a malignant growth of tissue usually ulcerating, tending to spread, and ill health; a carcinoma or sarcoma
- carbon monoxide - compound of carbon and oxygen; given off in car exhaust; produced by of any carbonaceous material
- carcinoma - any of several kinds of epithelial cancer
- cardiac - of or near the heart; relating to the upper part of the stomach
- cardiovascular disease - disease of the vessels of the heart
- cell - small microscopic mass of protoplasm; performs life functions
- chronic bronchitis - inflammation of the bronchial tubes; continuing for a long time
- cilia - hairlike processes found on many cells; capable of vibratory or lashing
- coronary - pertaining to either of two arteries--right or left--which arise from tissues of the heart
- coronary artery disease - disease of the above mentioned arteries
- decision - the act of making up one's mind; a judgment or conclusion reached or deciding or settling a question

## VII. GLOSSARY

gent gas composed of nitrogen and hydrogen-- $\text{NH}_3$ ; used in fertilizers, medicine,  
g cleaning fluid

e, brittle, very poisonous chemical; compounds of it are used in making insecti-  
medicines; arsenic trioxide has no taste

owth of tissue usually ulcerating, tending to spread, and associated with general  
carcinoma or sarcoma

arbon and oxygen; given off in car exhaust; produced by the incomplete combustion  
aceous material

kinds of epithelial cancer

heart; relating to the upper part of the stomach

vessels of the heart

opic mass of protoplasm; performs life functions

of the bronchial tubes; continuing for a long time

esses found on many cells; capable of vibratory or lashing movement

either of two arteries--right or left--which arise from the aorta to supply  
e heart

e above mentioned arteries

king up one's mind; a judgment or conclusion reached or given; the act of  
settling a question

GLOSSARY (continued)

depressant	- lowering the rate of muscular or nervous activity
emphysema	- an abnormal swelling of the alveoli of the lungs or the lungs
formaldehyde	- poison frequently used as a disinfectant
habit - custom practice	- an inclination for an action acquired by repetition
hazard	- risk; danger; peril
hydrogen cyanide	- poisonous gas; used in execution of criminals
hydrogen sulfide	- poisonous gas; smell of rotten eggs (Yellowstone Park)
insecticide	- preparation for destroying insects
lung cancer	- cancer of the lungs
maturity	- state or quality of being developed
nicotine	- $C_{10}H_{14}N_2$ --colorless, oily poison used as insecticide;
sarcoma	- form of cancer arising from nonepithelial tissue such as cartilage or bone
stimulant	- something which arouses or excites--spurs on
tar	- material that stains the inside of a smoker's lungs and is a sticky brown to black liquid with a pungent odor; obtained from wood, peat, shale; tars are produced of hydrocarbons and are used for preserving surfaces and organic compounds
tobacco	- products such as cigars, cigarettes, and snuff prepared from tobacco which belongs to the nightshade family

GLOSSARY (continued)

the rate of muscular or nervous activity

al swelling of the alveoli of the lungs or the tissue connecting the alveoli of the

requently used as a disinfectant

ation for an action acquired by repetition

ger; peril

gas; used in execution of criminals

gas; smell of rotten eggs (Yellowstone Park)

on for destroying insects

the lungs

quality of being developed

--colorless, oily poison used as insecticide; stimulant drug; found in tobacco leaves

tancer arising from nonepithelial tissue such as connective tissue, lymphatic tissue,  
e or bone

g which arouses or excites--spurs on

that stains the inside of a smoker's lungs and acts as a slow tissue poison; thick,  
brown to black liquid with a pungent odor; obtained by the destructive distillation  
peat, shale; tars are produced of hydrocarbons and their derivatives; used in  
ng surfaces and organic compounds

such as cigars, cigarettes, and snuff prepared from the leaves of the tobacco plant  
longs to the nightshade family

## DRUGS

Concepts	Teacher Materials	Student Materials
I. We should be concerned with the use of drugs--proper and improper	"How Quality and Reliability Are Compounded Into Modern Drugs" - Gaigy Pharmaceuticals, 1966	Outline proper drugs.
A. Proper (Under Physician's Direction)	<u>Drugs</u> , Life Science Library, 1967	<u>Health For All</u> & Co., 1965
1. Relieve pain	<u>Health and Safety</u> , Harcourt, Brace and World, Inc., 1963 - pp. 313-316 and p. 326	<u>About All</u> & Co., 1960
2. Relieve anxieties, quiet nerves, and help insomnia		<u>Drugs</u> , Life
3. Anesthetic	<u>Health and Fitness</u> , D.C. Heath & Co., 1962 - pp. 321-324	
4. Disease treatment	<u>Health For All</u> , Book 7, Scott Foresman, 1965 - pp. 174-176	
5. Inhalant to reduce swelling caused by colds and other infections	<u>Health For All</u> , Book 8, Scott Foresman, 1965 - pp. 126-130	
6. Scientific experiments		
7. Help combat fatigue, relieve depression, and help control weight		

	Teacher Materials	Student Materials
in the improper h's	"How Quality and Reliability Are Compounded Into Modern Drugs" - Geigy Pharmaceuticals, 1966 <u>Drugs</u> , Life Science Library, 1967	Outline proper and improper use of drugs. <u>Health For All</u> , Book 6, Scott Foresman & Co., 1965 - pp. 194-195 and 201
quiet insomnia	<u>Health and Safety</u> , Harcourt, Brace and World, Inc., 1963 - pp. 313-316 and p. 326 <u>Health and Fitness</u> , D.C. Heath & Co., 1962 - pp. 321-324	<u>About All of Us</u> , Book 6, Scott Foresman & Co., 1960 - pp. 196-197 <u>Drugs</u> , Life Science Library, 1967
colds ns ents e, , and t	<u>Health For All</u> , Book 7, Scott Foresman, 1965 - pp. 174-176 <u>Health For All</u> , Book 8, Scott Foresman, 1965 - pp. 126-130	

Audio Visual	Motivating Questions	Activities
Film: #1131 - "Drugs and the Nervous System"	What is meant by the word, "drug"?	Discussion
Transparencies: #1-4 - "Drugs"	What kind of drugs have you taken?	Study
Film: #1164 - "Narcotics--The Inside Story" (may also be used with Section II B.)	What effect did they have on you?	Concentration
	What are some of the new "miracle" drugs or "wonder" drugs that we hear about?	Have students heal themselves by developing good habits
	What are habits? (Acts that are learned by repetition until they have become automatic.)	Write of words and study their meanings
	What habits do you have? Would you like to break any of your habits? Would you like to develop some good habits? Are there any habits that your parents would like you to develop? Are there any they would like you to break?	Give Habits a Personality
	What traits and habits help a person succeed on his job?	Discussion
	What traits and habits do you admire in your friends? Why? Dislike? Why?	Involve discussion
	To what extent can a sixth grade student plan and control his or her own future life? (Elicit idea that very young people can control their futures by developing good health and social habits and by accepting responsibilities.)	Have students make a court analysis by the
	Is it safe to take pills without medical supervision?	



## Motivating Questions

## Activities

What is meant by the word, "drug"?

What kind of drugs have you taken?

What effect did they have on you?

What are some of the new "miracle" drugs or "wonder" drugs that we hear about?

What are habits? (Acts that are learned by repetition until they have become automatic.)

What habits do you have? Would you like to break any of your habits?

Would you like to develop some good habits? Are there any habits that your parents would like you to develop? Are there any they would like you to break?

What traits and habits help a person succeed on his job?

What traits and habits do you admire in your friends? Why?

Dislike? Why?

To what extent can a sixth grade student plan and control his or her own future life? (Elicit idea that very young people can control their futures by developing good health and social habits and by accepting responsibilities.)

Is it safe to take pills without medical supervision?

Discuss the proper uses of drugs.

Students prepare a bulletin board concerned with proper uses of drugs.

Have each student select one good health practice that he wants to develop and one poor one that he wants to break. Ask each student to keep a written record for at least one week of what he did to start the good habit and to break the poor one. Then have students make reports to the class on their individual progress.

Give a skit, "How to Break a Poor Habit," or satire, "How Not to Break a Poor Habit."

Discuss the statement, "Habit is a cable; we weave a thread of it each day until it becomes so strong we cannot break it."

Invite a pharmacist or doctor to discuss proper uses of drugs.

Have students cut out newspaper and magazine advertisements on "over-the-counter" drugs. Have the class analyze and evaluate the claims made by the advertisements.

## DRUGS (continued)

Concepts	Teacher Materials
B. Improper	"The Crutch That Cripples: Drug Dependence." - #OP163 - AMA
1. Effect on self	"Drug Abuse: A Dead-End Street" Teacher's Manual - H.K. Simon Co 1967
a. Habit forming (psychological dependency)	"Drug Abuse" - <u>Scouting</u> - A Magazine for Adults - March, 1969
b. Tolerance, withdrawal illness (physical dependency)	"Why Students Turn to Drugs" - <u>Reader's Digest</u> , April, 1968
c. Motor and reasoning skills affected	"Pills That Make You Feel Good" - <u>Redbook</u> , August, 1968
2. Effect on society	"Students and Drug Abuse" - <u>Today's Education NEA Journal</u> , March, 1968
a. Violent crimes	"Dangers of Drug Abuse" - <u>PTA Magazine</u> , May, 1968
b. Non-violent crimes	"The Medicated Man" - U.S. Government Printing Office, 1966
c. Industrial loss due to absenteeism and accidents	"The Menace of Drug Abuse" - <u>American Education</u> , May, 1966
	"Our New Drug Addicts" - <u>McCall's</u> April, 1965
	"Britain's Rx for Our Drug Addicts" - <u>Saturday Evening Post</u> , August 1, 1966
	"Realities We Must Face--But Won't" - <u>Life</u> , March 5, 1965
	"Why Addicts Relapse" - <u>Science News</u> , May 4, 1968

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#### Teacher Materials

"The Crutch That Cripples: Drug Dependence." - #OP163 - AMA

"Drug Abuse: A Dead-End Street" - Teacher's Manual - H.K. Simon Co., 1967

"Drug Abuse" - Scouting - A Magazine for Adults - March, 1969

"Why Students Turn to Drugs" - Reader's Digest, April, 1968

"Pills That Make You Feel Good" - Redbook, August, 1968

"Students and Drug Abuse" - Today's Education NEA Journal, March, 1969

"Dangers of Drug Abuse" - PTA Magazine, May, 1968

"The Medicated Man" - U.S. Government Printing Office, 1967

"The Menace of Drug Abuse" - American Education, May, 1966

"Our New Drug Addicts" - McCalls, April, 1965

"Britain's Rx for Our Drug Addicts" Saturday Evening Post, August 13, 1966

"Realities We Must Face--But Won't" Life, March 5, 1965

"Why Addicts Relapse" - Science News, May 4, 1968

#### Student Materials

"Drug Abuse: A Dead-End Street" - H. K. Simon Co., 1967

"Let's Talk About Drugs" - Tane Press, 1969

TEACHER MATERIALS MAY BE USED WITH CAPABLE STUDENTS WITH THE DISCRETION OF THE TEACHER.

Audio Visual	Motivating Questions	Acc
Transparencies: #3 - "The Use of Drugs--Proper--Improper"	What are some of the slang terms given to different types of drugs?	Lea abu the
Poster: "Avoid the Pitfalls of Bad Habits"	What are "pep pills," "pot," "acid," "speed," etc.?	aly wil
Filmstrip: "Rx: Not For Kicks" - Q-Ed Productions	Why might a teenager use drugs improperly?	que cia abo
	How might a person become accidentally addicted to a drug?	ans stu
	What are some of the things that may happen to a person who takes narcotics or other addicting drugs?	and ci rac inf
	What responsibilities do you have now that you did not have five years ago? What additional responsibilities might you have five years from now? Ten years from now?	sou con Tel mal tha and the

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### Motivating Questions

### Activities

What are some of the slang terms given to different types of drugs?

What are "pep pills," "pot," "acid," "speed," etc.?

Why might a teenager use drugs improperly?

How might a person become accidentally addicted to a drug?

What are some of the things that may happen to a person who takes narcotics or other addicting drugs?

What responsibilities do you have now that you did not have five years ago? What additional responsibilities might you have five years from now? Ten years from now?

Lead into a general discussion of the abuses of drugs today. Give students the opportunity to tell you what they already know about drugs. Students will probably start to ask you many questions. Try to get others in the class to tell what they have heard about the subject in question. Don't answer too many questions. Tell the students that there are many facts and fallacies connected with the study of drugs. Ask them how to determine fact from fallacy. Elicit idea that information must be researched from sources which have made studies concerning drugs.

Tell students that there are three main classifications of drugs and that this study will cover the proper and improper uses of these drugs and their effects on the user.

Have students bring to class magazine or newspaper articles dealing with the problem of drug addiction in young people. Use these as a basis for discussion or for individual reports.

DRUGS (continued)

Concepts	Teacher Materials	Student Materials
	<u>Drugs for Young People: Their Use and Abuse</u> , Pergamon Press, Inc., 1968	
	<u>Drug Addiction in Youth</u> , Pergamon Press, Inc., 1965	
	<u>The Drug Scene</u> , McGraw Hill, 1968	
	<u>Drug Abuse: Escape to Nowhere</u> , Smith, Kline, and French, 1967	
II. There are many types of drugs:	"Marijuana" - #OP 198 - AMA	Ditto: V
A. Hallucinogenic	"Marihuana--Some Questions and Answers" - #1829, U.S. Government Printing Office	"Marijuan
1. Marijuana	"A Father's Frank Talk About Marijuana" - <u>Good Housekeeping</u> , February, 1968	"Marihuan Answers" Printing
	"LSD and Marijuana" - <u>Science</u> , March 15, 1968	Ditto: O
	"Marijuana Law" - <u>The New Republic</u> , March 23, 1968	Ditto: " (to accom
	"Marijuana or Alcohol--Which Harms Most?" - <u>U.S. News and World Report</u> , February 5, 1968	
	"But Mom, Everybody Smokes Pot" - <u>McCalls</u> , September, 1968	
	"The Great Marijuana Plot" - <u>Signature</u> , April, 1969	

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Teacher Materials

Student Materials

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Drugs for Young People: Their Use and Abuse, Pergamon Press, Inc., 1968

Drug Addiction in Youth, Pergamon Press, Inc., 1965

The Drug Scene, McGraw Hill, 1968

Drug Abuse: Escape to Nowhere, Smith, Kline, and French, 1967

"Marijuana" - #OP 198 - AMA

"Marihuana--Some Questions and Answers" - #1829, U.S. Government Printing Office

"A Father's Frank Talk About Marijuana" - Good Housekeeping, February, 1968

"LSD and Marijuana" - Science, March 15, 1968

"Marijuana Law" - The New Republic, March 23, 1968

"Marijuana or Alcohol--Which Harms Most?" - U.S. News and World Report, February 5, 1968

"But Mom, Everybody Smokes Pot" - McCalls, September, 1968

"The Great Marijuana Plot" - Signature, April, 1969

Ditto: Vocabulary for unit

"Marijuana" - #OP 198 - AMA

"Marihuana--Some Questions and Answers" - #1829, U.S. Government Printing Office

Ditto: Outline - "Marijuana"

Ditto: "Marijuana--A Foolish Fad" (to accompany filmstrip)

# Audio Visual

# Motivating Questions

# Activities

Film: "Marijuana" (Great Falls Public Library)

Transparencies: #24, 30-32 - "Hallucinogen" - #26 - "Marijuana"

Filmstrip: "Marijuana--A Foolish Fad" - Q-ED

Filmstrip: "Narcotic Background" - Eyegate

Poster: "When Flower Children Go To Pot, They Become Blooming Idiots"

What are some of the slang terms given to marijuana?

Why are such exciting slang names given to drugs? Do you think these names make them more exciting than they are?

What problems can result from the use of marijuana?

Why do adolescents sometimes feel awkward or out of place?

Is it normal to want to belong to a group? (Elicit idea that this is a very strong need in both young and older people.)

What is self-pity? Why do you think it is a destructive emotion?

Is it normal to want to be recognized? What is the difference between favorable and unfavorable recognition?

What is meant by the word character? Reputation? What is the relationship between the two?

Let the debate  
debate  
Harmful?

List ways  
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Discuss  
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## Motivating Questions

## Activities

What are some of the slang terms given to marijuana?

Why are such exciting slang names given to drugs? Do you think these names make them more exciting than they are?

What problems can result from the use of marijuana?

Why do adolescents sometimes feel awkward or out of place?

Is it normal to want to belong to a group? (Elicit idea that this is a very strong need in both young and older people.)

What is self-pity? Why do you think it is a destructive emotion?

Is it normal to want to be recognized? What is the difference between favorable and unfavorable recognition?

What is meant by the word character? Reputation? What is the relationship between the two?

Let the class select four students to debate the subject, "Is Marijuana Harmful?"

List ways to refuse offers to experiment with unknown substances.

Discuss why it should be a rule never to accept as a gift any pills, potion, shots, beverages, or cigarettes that are recommended as having magic powers or as giving thrills.

Report on the history of marijuana.

Stress that wanting to belong to a group and wanting attention are normal desires. Elicit the idea that it often takes a great deal of "strength" to go against the wishes of the gang. Stress the idea that growing up is not easy and that facing responsibilities is not always the easiest way, but it is the best way.

Have 5-6 students prepare and give a five-minute dramatic skit to illustrate the sequence idea, "From Marijuana to More Dangerous Drugs."

DRUGS (continued)

Concepts	Teacher Materials
2. LSD	<p>"LSD--Some Questions and Answers" #1828, U.S. Government Printing Office</p> <p>"LSD" - #OP 194 - AMA - 1968</p> <p><u>The LSD Story</u>, Fawcett Publications, 1966</p> <p>"LSD: The False Illusion" - Reprint from <u>FDA Papers</u>, July-August, 1967</p> <p>"LSD: The False Illusion - Part 2" Reprint from <u>FDA Papers</u>, September, 1967</p> <p>Ditto: Teacher Outline - p. 54</p> <p>"Denver and the Dope Problem" - <u>Empire Magazine</u> - October 22, 1967</p> <p>"LSD--Tune In, Turn On, Drop Out Permanently" - <u>Glamour</u> - May, 1967</p> <p>"Penalties for LSD" - <u>Time</u> - March 8, 1968</p> <p>"Hung on LSD--Stuck on Glue?" - Reprint from <u>American Education</u>, U.S. Government Printing Office - 1968</p> <p>"The Town That Went Mad" - <u>Look</u> - June 25, 1968</p> <p>"Your Child and Drug Addiction" - <u>Listen</u> - July, 1968</p>

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#### Teacher Materials

"LSD--Some Questions and Answers"  
#1828, U.S. Government Printing  
Office

"LSD" - #OP 194 - AMA - 1968

The LSD Story, Fawcett Publications,  
1966

"LSD: The False Illusion" - Reprint  
from FDA Papers, July-August, 1967

"LSD: The False Illusion - Part 2  
Reprint from FDA Papers, September,  
1967

Ditto: Teacher Outline - p. 54

"Denver and the Dope Problem" -  
Empire Magazine - October 22, 1967

"LSD--Tune In, Turn On, Drop Out  
Permanently" - Glamour - May, 1967

"Penalties for LSD" - Time - March  
8, 1968

"Hung on LSD--Stuck on Glue?" -  
Reprint from American Education,  
U.S. Government Printing Office -  
1968

"The Town That Went Mad" - Look -  
June 25, 1968

"Your Child and Drug Addiction" -  
Listen - July, 1968

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#### Student Materials

"LSD--Some Questions and Answers" -  
#1828, U.S. Government Printing Office

"LSD" - #OP 194 - AMA - 1968

Ditto: Outline; LSD

"LSD: Trip or Trap" - Tane Press -  
1969

Audio Visual	Motivating Questions	Activities
Film: #1193 - "LSD--Insight to Insanity"	What do you think LSD is?	Discuss some have concern
Transparency: #24; 30-32 - "Hallucinogens" - #27 - "LSD"	Have you read or heard anything about its abuses?	Discuss out
Film: "Fight or Flight" - (Great Falls Police Department)	What is meant by, "Taking a trip"?	Show film and discussion
Filmstrip: "LSD: Worth the Risk?"	Why would a person want to try LSD?	Use transparency how LSD seen now being m
	Do you know of any slang vocabulary connected with LSD? (acid)	Contact court enforcement recent laws LSD have be
	Is it wise to try LSD even once?	
	What future harm might result after experimentation with LSD?	

### Motivating Questions

What do you think LSD is?  
Have you read or heard anything about its abuses?  
What is meant by, "Taking a trip"?  
Why would a person want to try LSD?  
Do you know of any slang vocabulary connected with LSD? (acid)  
Is it wise to try LSD even once?  
What future harm might result after experimentation with LSD?

### Activities

Discuss comments that students may have concerning the use of LSD.  
Discuss outline on LSD.  
Show film and use film guide to lead discussion.  
Use transparency #27 and talk about how LSD occurs naturally and how it is now being made synthetically.  
Contact county attorney and law enforcement offices to find out what recent laws concerning the control of LSD have been passed.

DRUGS (continued)

Concepts	Teacher Materials	Student Materials
3. Peyote	<u>The LSD Story</u> , Fawcett, 1966, pp. 19-22	"Glue Sniffing"
4. DMT	"Glue Sniffing" - Tane Press, 1967	"Glue Sniffing"
5. Glue Sniffing	"Glue Sniffing" - #OP 195 - AMA - 1968	Ditto
B. Depressant	"The Problem: Alcohol-Narcotics" - Tane Press	"A Study of Alcohol"
1. Narcotic (Opiates) Medical--not legal classification	"At Last--A Non-Addicting Substitute for Morphine?" - <u>Reader's Digest</u> , April, 1968	"Narcotics--Answers to Questions"
a. Morphine	"Narcotics--Some Questions and Answers" - #1827, U.S. Government Printing Office, 1968	"Hooked on Narcotics"
b. Heroin	"Narcotics--Why the Fuss?" - Narcotics Education, 1967	Ditto
c. Codeine	"Merchants of Heroin" - <u>Reader's Digest</u> , August and September, 1968	
	"Kicking the Habit" - <u>Time</u> , January 17, 1969	
	"New Hope for Drug Addicts" - <u>Look</u> , November 30, 1965	
	"Give Drugs to Addicts So We Can Be Safe" - <u>Saturday Evening Post</u> , July 30, 1966	

#### Teacher Materials

The LSD Story, Fawcett, 1966,  
pp. 19-22  
"Glue Sniffing" - Tane Press, 1967  
"Glue Sniffing" - #OP 195 - AMA -  
1968

"The Problem: Alcohol-Narcotics" -  
Tane Press

"At Last--A Non-Addicting Substitute  
for Morphine?" - Reader's Digest,  
April, 1968

"Narcotics--Some Questions and  
Answers" - #1827, U.S. Government  
Printing Office, 1968

"Narcotics--Why the Fuss?" -  
Narcotics Education, 1967

"Merchants of Heroine" - Reader's  
Digest, August and September, 1968

"Kicking the Habit" - Time -  
January 17, 1969

"New Hope for Drug Addicts" - Look,  
November 30, 1965

"Give Drugs to Addicts So We Can Be  
Safe" - Saturday Evening Post,  
July 30, 1966

#### Student Materials

"Glue Sniffing" - Tane Press, 1967  
"Glue Sniffing" - #OP 194 - AMA - 1968  
Ditto: Poem - "A Tube of Glue"

"A Student Supplement to the Problem:  
Alcohol and Narcotics" - Tane Press

"Narcotics--Some Questions and  
Answers" - #1827, U.S. Government  
Printing Office, 1968

"Hooked" - #1610, U.S. Government  
Printing Office, 1967

Ditto: Outline - Heroine

Audio Visual	Motivating Questions	Activities
<p>Transparencies: #24: 30-32 - "Hallucinogen" - #25 - "Peyote" - #28-29 - "Glue Sniffing and Tell-Tale Sniffer"</p>	<p>Are you familiar with the legal use of peyote by the Native American Church?</p> <p>Why do young people try "glue sniffing"?</p> <p>What are some of the effects of it? Do you think these people would try it if they knew the dangers?</p>	<p>Report on Native American legal use of peyote "Mescaline," Vol. M "Cactus," Vol. C, p</p> <p>Use of transparencies</p> <p>Read and discuss po</p>
<p>Film: #1164 - "Narcotics--The Inside Story"</p> <p>Transparencies: #19-23 - "Opium and Narcotics"</p> <p>Film: #1164 - "Narcotics--Pit of Despair"</p> <p>Filmstrip: "Narcotic Background" - Eyegate #194 C</p> <p>Filmstrip: "Narcotics and Health" - #194 D - Eyegate</p> <p>Filmstrip: "Narcotics: Uses and Abuses" - Q-Ed Productions</p>	<p>Tell students that the word narcotic comes from the Greek word <u>narke</u> which means "numbness." Ask what connection this fact has to do with narcotic drugs.</p> <p>What do you know about the connection between narcotics and crime?</p> <p>Why do you think organized crime is involved in peddling drugs?</p> <p>How does a drug addict become the problem of society?</p> <p>Does morphine have medical uses today? (Yes, under strict medical supervision.)</p> <p>Codeine is a product of opium. Have you ever tasted codeine? Where? (cough syrups)</p>	<p>Install a question which might submit problem or</p> <p>Ask each student to answer questions concerning</p> <p>Discuss the difference between psychological and physical</p> <p>Report on use of morphine in Civil War.</p> <p>Report on opium--where it is found, growth, how it is harvested, drugs.</p> <p>Use earphones with filmstrip to accompany panel discussion.</p>



### Motivating Questions

Are you familiar with the legal use of peyote by the Native American Church?

Why do young people try "glue sniffing"?

What are some of the effects of it? Do you think these people would try it if they knew the dangers?

Tell students that the word narcotic comes from the Greek word narke which means "numbness." Ask what connection this fact has to do with narcotic drugs.

What do you know about the connection between narcotics and crime?

Why do you think organized crime is involved in peddling drugs?

How does a drug addict become the problem of society?

Does morphine have medical uses today? (Yes, under strict medical supervision.)

Codeine is a product of opium. Have you ever tasted codeine? Where? (cough syrups)

### Activities

Report on Native American Church's legal use of peyote (1968 World Book) "Mescaline," Vol. M, p. 344 and "Cactus," Vol. C, p. 11.

Use of transparencies

Read and discuss poem and booklet.

Install a question box which students might submit problems for discussion.

or

Ask each student to submit one or two questions concerning narcotic drugs.

Discuss the difference between psychological and physical addiction.

Report on use of morphine during the Civil War.

Report on opium--early history, where it is found, growth peculiarities, how it is harvested and made into drugs.

Use earphones with Cassette tape which accompanies filmstrip. Follow with panel discussion.

DRUGS (continued)

Concepts	Teacher Materials	Student Materials
2. Barbiturate	"Barbiturates" - #OP 196 - AMA - 1968	"Barbiturates" - 1968
a. Phenobarbital		
b. Seconal	"The Ups and Down Drugs--Amphetamines and Barbiturates" - U.S. Government Printing Office	"The Ups and Down Drugs--Amphetamines and Barbiturates" - U.S. Government Printing Office
c. Sodium pentothal (truth serum)	Ditto: Outline - "Barbiturates"	Ditto: Outline - "Barbiturates"
		"Let's Talk About Pep Pills" - 1968
		Depressants and Stimulants
3. Tranquilizer		
a. Miltown		
b. Librium Trade Names		
c. Equanil		
4. Alcohol	ALCOHOL WILL BE DISCUSSED IN UNIT PAGES 90 TO 116	
5. Bromide		
a. Nervine		
b. Sodium bromide		
c. Neurosine		
C. Stimulant		
1. Cocaine	"The Ups and Down Drugs--Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office	"The Ups and Down Drugs--Amphetamines and Barbiturates" - U.S. Government Printing Office

#### Teacher Materials

"Barbiturates" - #OP 196 - AMA - 1968

"The Ups and Down Drugs--Amphetamines and Barbiturates" - U.S. Government Printing Office

Ditto: Outline - "Barbiturates"

#### Student Materials

"Barbiturates" - #OP 196 - AMA - 1968

"The Ups and Down Drugs--Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office

Ditto: Outline - "Barbiturates"

"Let's Talk About Goof Balls and Pep Pills" - (including tranquilizers and LSD) - Tane Press, 1969

le Names

ALCOHOL WILL BE DISCUSSED IN  
UNIT PAGES 90 TO 116

"The Ups and Down Drugs--Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office

"The Ups and Down Drugs--Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office, 1968

Audio Visual	Motivating Questions	Activities
Transparencies: #13-18 - "Barbiturates"	<p>What are some necessary precautions in the use of sleeping pills?</p> <p>Do you know any slang terms for barbiturates? (Goof balls, candy, peanuts, etc.)</p> <p>Why might barbiturates be called goof balls?</p> <p>Have you heard of any motion picture stars and noted persons whose deaths have been attributed to sleeping pill overdose? (Marilyn Monroe - Dorothy Kilgallen.)</p>	<p>Research - pro barbiturates.</p> <p>Report: Tragic barbiturates.</p> <p>Report on use law.</p>
Transparency: #12 - "Tranquilizers"	<p>What are tranquilizers and how are they used by doctors?</p> <p>Bromo-Seltzer is a bromide. Have you ever taken it? What effect does it have?</p>	<p>Collect newspaper articles advertising "relax." Discuss.</p> <p>Select a panel of whether or not tranquilizing pills--ot supervision.</p> <p>Discuss advertising Seltzer; bring directions.</p>
Film: #1131 - "Drugs and the Nervous System"	<p>Have you ever heard of novacaine? Where? (Dental use) Have you heard of procaine? Where? (Local anesthetic)</p>	<p>Research concept of cocaine and</p>

### Motivating Questions

### Activities

barbiturates" What are some necessary precautions in the use of sleeping pills?

Do you know any slang terms for barbiturates? (Goof balls, candy, peanuts, etc.)

Why might barbiturates be called goof balls?

Have you heard of any motion picture stars and noted persons whose deaths have been attributed to sleeping pill overdose? (Marilyn Monroe - Dorothy Kilgallen.)

Research - proper uses of barbiturates.

Report: Tragic effect of overuse of barbiturates.

Report on use of truth serum by the law.

tranquilizers" What are tranquilizers and how are they used by doctors?

Bromo-Seltzer is a bromide. Have you ever taken it? What effect does it have?

Collect newspaper and magazine articles advertising drugs which "relax." Discuss the claims made.

Select a panel to discuss the question of whether or not one should take tranquilizing drugs--so-called happiness pills--other than with medical supervision.

Discuss advertising claims on Bromo-Seltzer; bring in bottle and discuss directions.

Have you ever heard of novacaine? Where? (Dental use) Have you heard of procaine? Where? (Local anesthetic)

Research concerning the proper uses of cocaine and its derivatives.

DRUGS (continued)

Concepts	Teacher Materials
2. Benzedrine--type	"On Amphetamines" - <u>Look Magazine</u> , March 5, 1968  "Amphetamines" - #OP 197 - AMA - 1968
3. Caffeine	Ditto: Outline - "Stimulants"
4. Methedrine	"The Cruel Chemical World of Speed" - <u>Look</u> , March 5, 1968
III. Slang vocabulary has been given to drugs.	SEE TEACHER INFORMATION, VI - Pages 47 to 64
IV. Abstention is the best preven- tion. It is easier to start taking drugs than it is to stop.	Reference materials from Concepts I-III  <u>Drug Abuse: Escape to Nowhere</u> , Smith, Kline, and French, 1967

#### Teacher Materials

"On Amphetamines" - Look Magazine,  
March 5, 1968

"Amphetamines" - #OP 197 - AMA -  
1968

Ditto: Outline - "Stimulants"

"The Cruel Chemical World of  
Speed" - Look, March 5, 1968

SEE TEACHER INFORMATION, VI -  
Pages 47 to 64

Reference materials from Concepts  
I-III

Drug Abuse: Escape to Nowhere,  
Smith, Kline, and French, 1967

#### Student Materials

"Amphetamines" - #OP 197 - AMA - 1968

Ditto: Outline - "Stimulants"

Advanced students may read "The Cruel  
Chemical World of Speed" and plan a  
panel discussion concerning it.

Teacher may encourage study of slang  
terms as each new drug is studied.  
Slang vocabulary may be listed by  
students and clarified by teacher  
as many misconceptions may be found.

Ditto: "What Would You Do?"

Ditto: "What Would You Say?"

Ditto: "Drug Quiz"

Teacher reference materials at the  
discretion of the teacher.

Audio Visual	Motivating Questions	Activities
Transparencies: #7-11 - "Stimulants"	What are some of the medical uses of stimulants? Why might astronauts be given stimulants?	List products which it is for a long time. (studying)
Poster: "Bennies--Breakfast of Chumpions"	Diet pills are stimulants. Tell what you know about diet pills. What effect do they have on a person.	
	What is the name of the drug found in coffee and tea? Have you heard any comments concerning its effects on people drinking beverages containing caffeine?	Students coffee to the
Student-made posters depicting proper and improper uses of stimulants.	Discuss the "Hippie" expression, "Speed kills." What do you think this means?	Explain is given to other "Crystal methedr
	What kind of problems might be caused by "pep pills"?	
	How do you think slang came into existence?	Clarify Teacher
	Stress idea that it is important to understand some slang terms because they are the "vocabulary" of doctors and scientists as well as drug abusers.	Collect article
Film: #1193 - "LSD: Insight or Insanity"	Why should you not, <u>even once</u> , experiment with drugs.	Student reasons others
Film: "Fight or Flight"	Why are doctors and dentists qualified to prescribe drugs?	"It w "Ever "Don "Be a
Either of the above films may be re-shown.		



### Motivating Questions

### Activities

What are some of the medical uses of stimulants? Why might astronauts be given stimulants?

Diet pills are stimulants. Tell what you know about diet pills. What effect do they have on a person.

What is the name of the drug found in coffee and tea? Have you heard any comments concerning its effects on people drinking beverages containing caffeine?

Discuss the "Hippie" expression, "Speed kills." What do you think this means?

What kind of problems might be caused by "pep pills"?

How do you think slang came into existence?

Stress idea that it is important to understand some slang terms because they are the "vocabulary" of doctors and scientists as well as drug abusers.

Why should you not, even once, experiment with drugs?

Why are doctors and dentists qualified to prescribe drugs?

List professions or activities in which it is desirable to stay awake for a longer than normal period of time. (Truck drivers, students studying for exams, etc.)

Students may interview parents about coffee use and report their findings to the class.

Explain that the slang term, "speed" is given to methedrine but may refer to other types of stimulants. "Crystal" or "Meth" also refers to methedrine.

Clarification of slang terms. See Teacher Information, VI.

Collect magazine and newspaper articles containing drug slang terms.

Students might evaluate the following reasons given by those who try to get others to experiment with narcotics:

"It won't hurt you."  
"Everybody does it."  
"Don't be chicken."  
"Be a regular guy."

## DRUGS (continued)

### Concepts

### Teacher Materials

St

V. Society is protected by laws regulating drugs.

A. Harrison Act

B. FDA Amendments, 1965

See Teacher Information VI. Previous reference materials, especially Public Health Service pamphlets and FDA Fact Sheets.

## Teacher Materials

## Student Materials

See Teacher Information VI  
Previous reference materials,  
especially Public Health Service  
pamphlets and FDA Fact Sheets.

Advanced students may use teacher  
materials for research concerning  
drug laws.

Audio Visual

Motivating Questions

Activi

Have s  
page es  
topics

"The K  
In Ten

"What

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essays

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why?"

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depict

How are illegal drugs smuggled  
into the country?

Report  
enforc

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### Motivating Questions

How are illegal drugs smuggled into the country?

### Activities

Have students write a paragraph or one page essay on one of the following topics:

"The Kind of Person I Would Like To Be In Ten Years from Now."

"What I Want Most Out of Life."

With the aid of the class, select the essays to be read and discussed.

Have a panel discussion concerning this question:

"If you could rub Alladin's lamp and get 5 things you want most out of life, what 5 things would you choose and why?"

Discuss how use of drugs can prevent a person's getting the most from life.

After seeing the film on LSD, discuss the risk taken by taking drugs even once. Refer to April issue of Reader's Digest, 1968.

Discuss the number of years required to become a doctor or dentist.

Make bar, line graphs, and charts depicting and correlating statistics.

Reports concerning laws and law enforcement.

DRUGS (continued)

Concepts	Teacher Materials	Student
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The teacher may enjoy reading  
"Merchants of Heroine" - Reader's  
Digest, August, September, 1968

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Teacher Materials

Student Materials

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The teacher may enjoy reading  
"Merchants of Heroine" - Reader's  
Digest, August, September, 1968

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Audio Visual

Motivating Questions

Activities

Have you read about any punishments given to those who have illegally used or sold drugs?

Write for info  
rehabilitation  
(Hospitals at  
Lexington, Ken  
Health Service  
of Health in H  
information so  
Culminate with  
debate, or pro  
area of drugs  
found particul



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### Motivating Questions

Have you read about any punishments given to those who have illegally used or sold drugs?

### Activities

Write for information concerning rehabilitation of drug addicts. (Hospitals at Fort Worth, Texas or Lexington, Kentucky; the Public Health Service and Montana State Board of Health in Helena are also good information sources.)

Culminate with panel discussion, debate, or program highlighting an area of drugs which the students found particularly interesting.

## VI. TEACHER INFORMATION.

### EXAMPLES OF DRUG TYPES

#### I. Hallucinogenic

- A. Marijuana
- B. LSD-25
- C. Peyote (mescal and mescaline)
- D. DMT (dimethyltryptamine)
- E. Glue sniffing, inhaling lighter fluid fumes, gasoline, ether, nutmeg, etc (depressant)
- F. Psilocybin
- G. Psilocyn
- H. Jimson weed derivatives (stramonium)

#### II. Depressant

##### A. Opium

- 1. Morphine
- 2. Heroin
- 3. Codeine
- 4. Dilaudid
- 5. Metapon
- 6. Paregoric
- 7. Laudanum
- 8. Demerol )
- 9. Methadone ) synthetic substitutes for morphine
- 10. Pantapone

##### B. Barbiturate

- 1. Luminal
- 2. Phenobarbital (Nembutal)
- 3. Amytal
- 4. Seconal
- 5. Barbital
- 6. Pentothal
- 7. Sodium pentothal (truth serum)

VI. TEACHER INFORMATION.

EXAMPLES OF DRUG TYPES

l and mescaline)

tryptamine)

, inhaling lighter fluid fumes, gasoline, ether, nutmeg, etc. (sometimes listed as

erivatives (stramonium)

) synthetic substitutes for morphine

bital (Nembutal)

al  
pentothal (truth serum)

TEACHER INFORMATION (continued)

C. Tranquilizer

1. Miltown
2. Librium
3. Equanil
4. Valium
5. Vistaril
6. Ultram
7. Serax
8. Thalidomide

D. Alcohol (See "Alcohol Section" of Unit)

E. Bromide

1. Nervine
2. Neurosine
3. Sodium bromide
4. Potassium bromide
5. Triple bromides

III. Stimulant

A. Cocaine

B. Benzedrine

1. Benzedrine-amphetamine
2. Benzedrex
3. Dexedrine
4. Tuamine
5. Desyphed

C. Caffeine

D. Methedrine

E. Dexedrine

F. Nicotine

TEACHER INFORMATION. (continued)

DRUG SOURCES

HALLUCINOGENS

- Marijuana - Found in the flowering tops, leaves, and flowers of the Indian hemp plant; usually dried, crushed, or chopped into small pieces
- There are three grades of cannabis prepared in India
1. Bhang - cheap; low potency; usually drunk; marijuana is 1/5 to 1/8 as potent as charas
  2. Ganja - two to three times as potent; made from resin; mostly smoked
  3. Charas - pure resin obtained from plants or dried flowers and sifted form of charas, but in literature cannabis
- LSD - Lysergic acid diethylamide tartrate; synthesized from lysergic acid that grows on rye and wheat; now it is made synthetically
- Peyote - Mexican cactus; peyote buttons are ground into powder; only used in religious ceremonies of Native American Church; not likely to cause psychological dependence; mescal and mescaline are
- DMT - Dimethyltryptamine; natural constituent of seeds of certain plants in South America; powder made from these seeds was used as snuff by Columbus when he arrived in the New World; DMT produces effects similar to LSD; also prepared synthetically; may cause psychological dependence
- Glue - A hydrocarbon
- Psilocybin - Prepared from a mushroom found in Central America
- DOM-(STP) - Prepared synthetically

TEACHER INFORMATION (continued)

DRUG SOURCES

flowering tops, leaves, and flowers of the Indian hemp plant, cannabis sativa; crushed, or chopped into small pieces

see grades of cannabis prepared in India

- cheap; low potency; usually drunk; marijuana compares in potency; when smoked, marijuana is 1/5 to 1/8 as potent as charas or hashish
- two to three times as potent; made from resin of plant or the dried flower; mostly smoked
- pure resin obtained from plants or dried flowers; hashish is actually a powdered and sifted form of charas, but in literature hashish refers to any form of cannabis

diethylamide tartrate; synthesized from lysergic acid present in ergot, a fungus on rye and wheat; now it is made synthetically

peyote buttons are ground into powder; only legal when used in bona fide ceremonies of Native American Church; not likely to cause physical dependence but psychological dependence; mescal and mescaline are forms of peyote

ecgonine; natural constituent of seeds of certain plants found in the West Indies and elsewhere; powder made from these seeds was used as snuff (called conoba) at the time Columbus lived in the New World; DMT produces effects similar to LSD but larger doses are also prepared synthetically; may cause psychological addiction--not physical

psilocybin; a mushroom found in Central America

synthetically

TEACHER INFORMATION (continued)

DEPRESSANTS

Opium

- Prepared from the juice of the unripe seed capsules of the opium poppy, mainly in China, Turkey, Iran, and Yugoslavia; contains such alkaloids as morphine and papaverine; American addicts seldom take opium--rather they take opiates such as heroine

Codeine - A form of opium; present in some cough medicines that require a prescription, but pharmacist must, by Federal law, give it to the person purchasing it; 1/6 as strong as morphine

Morphine - A form of opium; may be legally sold by prescription; probably the most valuable of narcotics in medical use; needed to reduce pain; slang, "Miss Emma" or "White Girl"

Paregoric - Opium; benzoic acid, and camphor; used to check intestinal pain

Laudanum - Tincture of opium; alcohol and water

Barbiturate - Made chemically by heating a mixture of substances related to malonate compound found in urine, blood, and lymph of man and other mammals

Tranquilizer - Example is reserpine--a crystalline alkaloid extracted from the roots of Rauwolfia; tranquilizers are closely related to sedatives; quiet nerves and reduce the need for one to sleep

Alcohol - Colorless; volatile liquid;  $C_2H_5OH$  (ethyl alcohol); pungent smell; produced from fermented grains, fruit juices, and starches

Bromides - Composed of bromine and another element; bromine is a chemical element with a red-brown color; bromine is used in making dyes, in photography, and in producing a quieting effect on nerves

STIMULANTS

Cocaine

- A crystalline alkaloid made from dried coca leaves; Indians of South America use it with lime; this keeps them from feeling tired or hungry--doesn't form a habit-forming and may ruin health; properly used as a local anesthetic for the disease of nose and eye; stimulates the heart and central nervous system; causes hallucinations--both visual and tactile; addicts may sniff or inject it; slang terms "C" or "Snow"

TEACHER INFORMATION (continued)

red from the juice of the unripe seed capsules of the opium poppy; the opium poppy is grown in China, Turkey, Iran, and Yugoslavia; contains such alkaloids as morphine, codeine, papaverine; American addicts seldom take opium--rather they take its derivatives--the ones such as heroine

codeine - A form of opium; present in some cough medicines that may be sold without a prescription, but pharmacist must, by Federal law, have the name and address of the person purchasing it; 1/6 as strong as morphine

morphine - A form of opium; may be legally sold by prescription under strict regulations; probably the most valuable of narcotics in medical use because of small dose needed to reduce pain; slang, "Miss Emma" or "White Stuff"

regoric - Opium; benzoic acid, and camphor; used to check intestinal fermentation

udanum - Tincture of opium; alcohol and water

chemically by heating a mixture of substances related to malonic acid, and urea (a compound found in urine, blood, and lymph of man and other mammals); made synthetically

le is reserpine--a crystalline alkaloid extracted from the root of an Indian shrub; tranquilizers are closely related to sedatives; quiet nerves and reduce tension without putting to sleep

less; volatile liquid;  $C_2H_5OH$  (ethyl alcohol); pungent smell; made from the distillation of fermented grains, fruit juices, and starches

posed of bromine and another element; bromine is a chemical element, usually reddish-brown color; bromine is used in making dyes, in photography, and in anti-knock motor fuel; has a numbing effect on nerves

crystalline alkaloid made from dried coca leaves; Indians of South America chew the leaves with lime; this keeps them from feeling tired or hungry--doesn't nourish the body; becomes habit-forming and may ruin health; properly used as a local anesthetic and in treatment of sore of nose and eye; stimulates the heart and central nervous system; overdoses produce hallucinations--both visual and tactual; addicts may sniff or inject cocaine; called by slang names "C" or "Snow"



TEACHER INFORMATION (continued)

Novacaine and procaine - Harmless relatives and are used by dentists to numb a tooth; physicians use it as a local anesthetic.

Benzedrine - Obtained from ephedrine which is obtained from certain desert shrubs.

Methedrine - Methamphetamine hydrochloride; slang - "Speed," "Crystal"

Caffeine - Chemical formula -  $C_8H_{10}N_4O_2$ ; odorless, slightly bitter solid; found in large amounts increases circulation and is harmless; in large amounts causes headaches, and digestive disturbances; produced from plants in pure form or made in laboratory; caffeine is used as a stimulant of the heart and as a remedy for poison of alcohol, opium, and other drugs that depress the nervous system.

Nicotine - An acrid, poisonous, oily alkaloid,  $C_{10}H_5NO_2$ , contained in the leaves of the tobacco plant.

TEACHER INFORMATION (continued)

and procaine - Harmless relatives and are used by dentists when filling or pulling a tooth; physicians use it as a local anesthetic

ephedrine which is obtained from certain desert shrubs

the hydrochloride; slang - "Speed," "Crystal"

la -  $C_8H_{10}N_4O_2$ ; odorless, slightly bitter solid; found in tea and coffee; in small doses circulation and is harmless; in large amounts causes nervousness, sleeplessness, and digestive disturbances; produced from plants in pure form in 1820; can now be synthetic; caffeine is used as a stimulant of the heart and nervous system and as a poison of alcohol, opium, and other drugs that depress the nervous system

poisonous, oily alkaloid,  $C_{10}H_5NO_2$ , contained in the leaves of tobacco

TEACHER INFORMATION (continued)

MARIJUANA

Marijuana - Found in the flowering tops, leaves, and flowers of the Indian hemp plant, can dried, crushed, or chopped into small pieces

I. Proper uses

- A. None (except medical research)
- B. No medical uses
- C. Illegal in United States

II. Improper uses

- A. Smoked in form of short cigarette or pipe
- B. Sniffed
- C. Eaten or drunk; may be baked in cookies
- D. May be habit forming (dependence rather than addiction)

III. Symptoms resulting

A. Physical

- 1. Dehydrates body
- 2. Heart beat increases
- 3. Lowering of body temperature
- 4. Eyes redden; pupils enlarge
- 5. Stimulates appetite

B. Mild intoxication

- 1. Unsteady
- 2. Drowsy (stupor)

C. Behavior

- 1. May become loud
- 2. May become talkative
- 3. May appear very happy

D. Long-term physical effects not yet known

E. If used daily and heavily, mental illness may result

TEACHER INFORMATION (continued)

MARIJUANA

ing tops, leaves, and flowers of the Indian hemp plant, cannabis sativa; usually  
chopped into small pieces

research)

tes

rt cigarette or pipe

e baked in cookies

(dependence rather than addiction)

ses

temperature

ls enlarge

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ive  
appy

ffects not yet known

vily, mental illness may result

TEACHER INFORMATION (continued)

F. May cause one to seek stronger drug

IV. Law

A. Federal

1. To have, give, or sell is a felony in the United States
2. Penalty - 2-10 years imprisonment plus fine up to \$20,000 for second offense - 5-20 years; third offense - 10-40 years
3. Penalty - 5-20 years imprisonment for first offense (for sell)

B. State

V. Slang

Pot	Roach	Kif (North America)
Hay	Grass	Charas (India)
Weed	Jive	Gage
Hemp	Mary Jane	Grieffo
Hashish	Rope	Joint
Ganja	Texas Tea	Locoweed
Reefer	Bhang (India)	Mezz
Sticks	Dagga (South America)	Mutah

TEACHER INFORMATION (continued)

one to seek stronger drug

ve, give, or sell is a felony in the United States  
ty - 2-10 years imprisonment plus fine up to \$20,000 for first offense (for possession);  
d offense - 5-20 years; third offense - 10-40 years  
ty - 5-20 years imprisonment for first offense (for selling); second offense - 10-40 years

Roach	Kif (North America)
Grass	Charas (India)
Jive	Gage
Mary Jane	Griefo
Rope	Joint
Texas Tea	Locoweed
Bhang (India)	Mezz
Dagga (South America)	Mutah

TEACHER INFORMATION (continued)

HALLUCINOGENS

Hallucinogens - Drugs which produce hallucinations and distortions

Example: LSD

I. Proper uses

- A. No accepted use in medical practice
- B. Reports that LSD helps in treatment of neurotics and alcoholics have not been followed-up; studies indicate improvements not lasting
- C. Reports that LSD helps aid autistic children, psychotic children, and adults evaluated
- D. Government--approved use for research

II. Improper uses

- A. Taken in sugar cube, cracker, cookie or licked off a stamp or other object
- B. Injected
- C. Inhaled

III. Symptoms resulting (results are unpredictable)

A. Physical

- 1. Increased pulse and heart rate and causes a rise in blood pressure and temperature
- 2. Dilated eye pupils
- 3. Shaking of hands and feet
- 4. Cold sweaty palms, shivering, chills with goose pimples
- 5. Flushed face or paleness
- 6. Wet mouth
- 7. Irregular breathing
- 8. Nausea
- 9. Loss of appetite

B. Mental

- 1. Effect of change of environment--sensory impressions may be translated or distorted
- 2. Mystical feeling (some users report a sense of rebirth or new insight)

TEACHER INFORMATION (continued)

HALLUCINOGENS

produce hallucinations and distortions

medical practice  
helps in treatment of neurotics and alcoholics have not been evaluated completely;  
indicate improvements not lasting  
helps aid autistic children, psychotic children, and adults is being tested and  
use for research

e, cracker, cookie or licked off a stamp or other object treated with drug

results are unpredictable)

and heart rate and causes a rise in blood pressure and temperature  
pills  
hands and feet  
tremors, shivering, chills with goose pimples  
or paleness

nothing

te

change of environment--sensory impressions may be translated or merged into another  
thing (some users report a sense of rebirth or new insight)



TEACHER INFORMATION (continued)

3. Users believe increase of creativity occurs; studies fail to support
4. May impair user's power of concentration and ability to think
5. Hallucinations are both visual and auditory

IV. Dangers reported

- A. Panic--because user can't stop drug's action; may fear loss of mind
- B. Paranoia--feel someone is trying to harm him or control his thinking
- C. Recurrence--visions seen while on LSD trip may recur
- D. Accidental death due to feeling that user can fly or float; user may may occur due to a bad trip
- E. Mental derangement
- F. Indirectly leads to chromosome damage and abnormal birth defects in children
- G. Effects may last 8-10 years and may recur without taking the drug

V. Laws (Federal Drug Abuse Control Amendments, 1965)

- A. For illegal production, sale or distribution
  1. Imprisonment from 1-3 years with fines of \$1,000-\$10,000
  2. Persons over 18 who sell or give drugs to anyone under 21--imprisonment to \$15,000
- B. State laws--penalties vary

VI. Slang

Acid  
Acid head

TEACHER INFORMATION (continued)

Decrease of creativity occurs; studies fail to support this viewpoint  
Decrease of power of concentration and ability to think  
Both visual and auditory

Can't stop drug's action; may fear loss of mind  
Believes he is trying to harm him or control his thinking  
Hallucinations while on LSD trip may recur  
False feeling that user can fly or float; user may think he can't be harmed; suicide  
trip

Chromosomal damage and abnormal birth defects in offspring  
May recur without taking the drug

Control Amendments, 1965)

, sale or distribution

1-3 years with fines of \$1,000-\$10,000

To sell or give drugs to anyone under 21--imprisonment up to six years and fines

vary

TEACHER INFORMATION (continued)

GLUE SNIFFING

Glue Sniffing - is the voluntary inhalation of fumes of airplane glue, gasoline, alcohol, thinner, lighter fluid, etc.

I. Proper uses

- A. None

II. Improper uses

- A. Inhaling airplane glue
- B. Inhaling other hydrocarbons
  - 1. Gasoline
  - 2. Alcohol
  - 3. Cleaning fluid
  - 4. Paint thinner
  - 5. Lighter fluid

III. Symptoms resulting

- A. Euphoria (giddy, silly, excited - feel "good all over")
- B. Loss of muscular coordination
- C. Slurred speech
- D. Blurred vision
- E. Ringing in ears
- F. Mild hallucinations
- G. Nausea
- H. Depression
- I. Drowsiness
- J. Stupor
- K. Unconsciousness
- L. Tolerance (need for larger doses); habit develops
- M. Loss of weight
- N. Lowering of blood pressure
- O. Loss of interest in home and school activities

TEACHER INFORMATION (continued)

GLUE SNIFFING

halation of fumes of airplane glue, gasoline, alcohol, cleaning fluid, paint  
uid, etc.

ns

excited - feel "good all over")  
tion

er doses); habit develops

re  
and school activities

TEACHER INFORMATION (continued)

P. Toxic (poisonous) effect on

1. Brain

a. Crimes--theft--injure others

b. Endanger lives of others and self

2. Kidney

3. Liver

4. Bone marrow

Q. Leads to more serious drugs

R. Death

IV. Laws

A. Several states have passed laws (in Maryland--misdemeanor)

B. Retailers have curbed access by ceasing to stock airplane glue; retailers quantities of glue, gasoline, paint thinner, lighter fluid, etc.

TEACHER INFORMATION (continued)

effect on

theft--injure others  
lives of others and self

rious drugs

ave passed laws (in Maryland--misdemeanor)  
urbed access by ceasing to stock airplane glue; retailers question those buying large  
ue, gasoline, paint thinner, lighter fluid, etc.

TEACHER INFORMATION (continued)

OPIUM

Opium - a powerful narcotic drug made from the juice of the opium poppy; opium it is cultivated in India, Egypt, and Turkey; the plant grows 3-4 feet commercial opium comes from the juice of the unripened seed pod--as soon as the juice is taken; as the juice dries, it becomes brown and gummy; now to refineries where it is changed to a white powder with a distinctive

I. Proper uses

A. Morphine

1. In large doses will relieve pain and permit sleep
2. In small doses will reduce pain without sleep
3. Overdose will cause death by slowing lungs until they stop functioning
4. Used in treatment of these diseases and conditions:
  - a. Cancer
  - b. Cardiac asthma
  - c. Whooping cough
  - d. To allay vomiting and check diarrhea
  - e. Gallstones
  - f. Renal colic
  - g. Internal hemorrhage
  - h. Traumatic shock
  - i. Congestive heart failure
  - j. Threatened abortion

B. Codeine

1. Commonly used orally and hypodermically to relieve pain, spasm, and
2. Used to treat severe coughs, asthma, intestinal pains, and neuralgia

C. Paregoric

1. Used to check intestinal fermentation

II. Improper uses (See Heroine Outline)

TEACHER INFORMATION (continued)

OPIUM

drug made from the juice of the opium poppy; opium is native to Greece and the Orient; India, Egypt, and Turkey; the plant grows 3-4 feet and contains a milky juice; comes from the juice of the unripened seed pod--as soon as petals fall, pods are slit and as the juice dries, it becomes brown and gummy; now it is rolled into balls and shipped it is changed to a white powder with a distinctive odor and a sharp, bitter taste.

will relieve pain and permit sleep  
will reduce pain without sleep  
cause death by slowing lungs until they stop functioning  
treatment of these diseases and conditions:

asthma  
cough  
vomiting and check diarrhea  
shock  
heart failure  
abortion

orally and hypodermically to relieve pain, spasm, and as a sedative  
severe coughs, asthma, intestinal pains, and neuralgia

intestinal fermentation

Heroin Outline)



TEACHER INFORMATION (continued)

HEROINE

Heroin - a dangerous drug obtained from the opium poppy; a depressant

- I. Proper uses
  - A. None
  - B. Illegal in United States
- II. Improper uses
  - A. Sniffed as a powder (snorting)
  - B. Injected (mainlining)
  - C. Most commonly used by American addicts
- III. Symptoms resulting
  - A. Slows body organs
    - 1. Affects heart; poor circulating results
    - 2. Cold, clammy feeling to body
    - 3. Addict may wear surplus clothing
  - B. Withdrawal symptoms; addict sweats, shakes, get chills, diarrhea, vomits, his stomach
  - C. Addicts clothing is often soiled and unkept; rarely bathes
  - D. Malnutrition may result
  - E. Crave sugar
  - F. Infection may result from unsanitary conditions of injection
  - G. Lives for "fix"
  - H. Dependence
    - 1. Physical - tolerance develops
    - 2. Psychological
- IV. Law (Harrison Act, 1914)
  - A. First offense--illegal possession--2-10 years
  - B. Second offense--illegal possession--5-20 years
  - C. First offense--illegal sale--fine of \$20,000 and 5-20 years

TEACHER INFORMATION (continued)

HEROINE

ed from the opium poppy; a depressant

orting)

merican addicts

circulating results

g to body

plus clothing

dict sweats, shakes, get chills, diarrhea, vomits, and suffers sharp pains in

en soiled and unkept; rarely bathes

om unsanitary conditions of injection

e develops

possession--2-10 years

possession--5-20 years

sale--fine of \$20,000 and 5-20 years

TEACHER INFORMATION (continued)

- D. Second offense--illegal sale--fine \$20,000 and 10-40 years
- E. Selling to a minor (under 18)--offender is refused parole and probation even can be sentenced to life imprisonment or to death
- F. Narcotic Rehabilitation Act of 1966--designed to support rehabilitation servi his home or community

V. Slang

"H"

Horse

Stuff

Harry

Joy powder

Scat

TEACHER INFORMATION (continued)

legal sale--fine \$20,000 and 10-40 years  
(under 18)--offender is refused parole and probation even for first offense and  
life imprisonment or to death  
tion Act of 1966--designed to support rehabilitation services for the addict in  
ty

TEACHER INFORMATION (continued)

BARBITURATE

Barbiturate - a form of depressant used in medical practice to calm patients

I. Proper uses

- A. Slow central nervous system
- B. Relax patients before and during surgery
- C. Reduce nervousness
- D. Produce sleep; relieve insomnia
- E. Control convulsions (epilepsy)
- F. Treat and diagnose mental conditions
- G. Increase effects of pain-killing drugs
- H. Treat high blood pressure

II. Improper uses

- A. Unsupervised self-medication
- B. Taken under extreme mental or emotional confusion
- C. To counteract the effect of stimulant drugs
- D. In combination with other drugs, mainly alcohol and/or other opiates; drug abusers
- E. Experimenting by young people for thrills; to give temporary feelings
- F. Suicide--intentional and unintentional (becomes confused about how to die)

III. Symptoms resulting

- A. Drowsiness
- B. Tremor of hands, lips, and tongue
- C. Slurring of speech
- D. Staggering and falling
- E. Confusion and poor judgment
- F. Quick temper
- G. Quarrelsome
- H. Coma (with dangers of pneumonia or death)
- I. Criminal involvement
- J. Social consequence; job loss; delinquency; deterioration of appearance

TEACHER INFORMATION . (continued)

BARBITURATE

essant used in medical practice to calm patients and/or to produce sleep

us system  
ore and during surgery

lieve insomnia  
s (epilepsy)  
e mental conditions  
of pain-killing drugs  
ressure

medication  
ne mental or emotional confusion  
effect of stimulant drugs  
th other drugs, mainly alcohol and/or other opiates, by thrill seekers and chronic  
young people for thrills; to give temporary feeling of well-being  
nal and unintentional (becomes confused about how many pills have been taken)

lips, and tongue  
h  
lling  
r judgment

s of pneumonia or death)  
ent  
e; job loss; delinquency; deterioration of appearance

TEACHER INFORMATION (continued)

- K. Tolerance
- L. Physical dependence
- M. Psychological dependence
- N. Sudden, complete withdrawal from a person physically dependent causes in extreme cases--death
- O. Deterioration of appearance

IV. Law

- A. Each delivery, with or without payment, is a separate offense with a year in prison
- B. After prior conviction, the maximum penalty for illegal delivery is \$ imprisonment
- C. First offense--all persons over 18 who sell or give barbiturates to a for not more than two (2) years or fined not more than \$5,000 or both
- D. Second offense--six (6) years imprisonment and maximum fine of \$15,000
- E. No pharmacist may fill or refill a prescription more than six (6) more than five (5) times, if refills are authorized, unless a medical practitioner renews the prescription

V. Slang

Barbs	Yellows	Seggy, seccy
Candy	Yellow jackets	Rainbows
Goof balls	Nimbies	Double trouble
Sleeping pills	Reds	Blues, blue bird
Peanuts	Pinks, reds and blues	Tooies
Red buds, red devils		

TEACHER INFORMATION (continued)

nce  
pendence  
withdrawal from a person physically dependent causes convulsions and mental disturbances;  
--death  
appearance

with or without payment, is a separate offense with a maximum penalty of \$1,000 and one (1)

iction, the maximum penalty for illegal delivery is \$10,000 and/or three (3) years

all persons over 18 who sell or give barbiturates to anyone under 21 may be imprisoned  
in two (2) years or fined not more than \$5,000 or both  
six (6) years imprisonment and maximum fine of \$15,000 and/or both  
y fill or refill a prescription more than six (6) months after date of issue or more  
mes, if refills are authorized, unless a medical practitioner orally or in writing  
ription

Yellows	Seggy, seccy
Yellow jackets	Rainbows
Nimbies	Double trouble
Reds	Blues, blue birds, blue devils, blue heavens
Pinks, reds and blues	Toodies

evils



TEACHER INFORMATION (continued)

STIMULANTS

Stimulants - drugs which excite the central nervous system; produce alertness and temporary rise in blood pressure and respiration. Cocaine is obtained from the coca plant. Benzedrine is obtained from ephedrine, which is made from certain desert shrubs.

I. Proper uses

- A. Under supervision of physician to curb appetite when weight reduction is desired
- B. Relieve mild depression
- C. Keep patients awake in narcolepsy (disease characterized by uncontrollable sleep)
- D. Treat Parkinson's disease (disease which results in rigidity of some muscles)
- E. Doctor may prescribe for fliers and astronauts

II. Improper uses

- A. Taken in social setting for "thrills"
- B. Combined with other drugs for "thrills"
- C. As substitutes when other narcotic supplies are cut off
- D. To give feeling of increased strength, endurance, and reduction of fatigue
- E. To ward off sleep (young adults may use pills for all night test-cramming)
- F. Experimentation--used as "magic energy supplier"

III. Symptoms resulting

- A. Increase heart rate; raise blood pressure; dilate pupils; cause dry mouth
- B. Talkativeness--often unclear or rapid
- C. Restlessness--excitability
- D. Tremor of hands
- E. Enlarged pupils
- F. Sleeplessness
- G. Profuse perspiration; headache; diarrhea; paleness
- H. Exhaustion (from lack of sleep)
- I. Psychological dependence--may become "hooked" after one or two tries
- J. Acute psychosis--characterized by auditory or visual hallucinations or delusions
- K. Depress appetite
- L. Mirages or hallucinations may occur
- M. If combined with alcohol, death may result

TEACHER INFORMATION (continued)

STIMULANTS

the central nervous system; produce alertness and wakefulness and in some cases, a blood pressure and respiration. Cocaine is obtained from dried coca leaves. Derived from ephedrine, which is made from certain desert shrubs.

physician to curb appetite when weight reduction is necessary  
on  
n narcolepsy (disease characterized by uncontrollable desire to sleep)  
ease (disease which results in rigidity of some muscles)  
for fliers and astronauts

ing for "thrills"  
rugs for "thrills"  
other narcotic supplies are cut off  
increased strength, endurance, and reduction of fatigue during athletic performances  
young adults may use pills for all night test-cramming; truck drivers, etc.)  
as "magic energy supplier"

raise blood pressure; dilate pupils; cause dry mouth  
unclear or rapid  
bility

; headache; diarrhea; paleness  
k of sleep)  
ence--may become "hooked" after one or two tries  
racterized by auditory or visual hallucinations or both

tions may occur  
cohol, death may result

TEACHER INFORMATION (continued)

IV. Law

- A. Each delivery, with or without payment, is a separate offense with a maximum one (1) year in prison
- B. After prior conviction, the maximum penalty for illegal delivery is \$10,000 imprisonment
- C. First offense--all persons over 18 who sell or give barbiturates or stimulants may be imprisoned for not more than two (2) years or fined not more than \$500
- D. Second offense--six (6) years imprisonment and maximum fine of \$15,000 and/or
- E. No pharmacist may fill or refill a prescription more than six (6) months after more than five (5) times, if refills are authorized, unless a medical practitioner's writing renews the prescription

V. Slang

Bennies	Footballs	Roses
Bernice	Gold dust	Snow
Cartwheels	Greenies	Wake-ups
Coke	Hearts	Whites
Co-pilots	Crystal	L.A. Turnabouts
Corine	Meth	Browns
Dexies	Oranges	Bombido
Dust	Peaches	Speed

TEACHER INFORMATION (continued)

without payment, is a separate offense with a maximum penalty of \$1,000 and

the maximum penalty for illegal delivery is \$10,000 and/or three (3) years

persons over 18 who sell or give barbiturates or stimulants to anyone under 21

for more than two (2) years or fined not more than \$5,000 or both

years imprisonment and maximum fine of \$15,000 and/or both

or refill a prescription more than six (6) months after date of issue or

, if refills are authorized, unless a medical practitioner orally or in  
prescription

Roses

Snow

Wake-ups

Whites

L.A. Turnabouts

Browns

Bombido

Speed

Drugs	Pharmacologic Classification	Controls	Medical Use
Alcohol	Depressant	Legal age restrictions vary within state	Use of beverage alcohol medicine is rare; possible as sedative. Disinfectant alcohol used
Amphetamine drugs (e.g., amphetamine, dextroamphetamine, methamphetamine--also known as desoxyephedrine)	Stimulant	Controlled drug products (Per Drug Abuse Control Amendments, 1965. Methamphetamine added to list of controlled drugs in May, 1966.)	For mild depression, antispasmodic, narcotic
Barbiturates (e.g., amobarbital, pentobarbital, secobarbital)	Depressant	Controlled drug products (Per Drug Abuse Control Amendments, 1965)	For sedation, sleep-producers, epilepsy, blood pressure
Bromides	Depressant	Regulated by prescription; some "over-counter" dispersal	Sedative
Cocaine	Central Nervous System Stimulant	Narcotic (Per Harrison Act, 1914)	Local anesthetic
Codeine (an opium derivative)	Depressant	Narcotic (Per Harrison Act, 1914)	To relieve pain and cough
Glue (also paint thinner, lighter fluid)	Depressant	No Federal controls. Glue sales restricted in some states.	None
Heroin (a morphine derivative)	Depressant	Narcotic (Per Harrison Act, 1914)	To relieve pain

# DRUG ABUSE PRODUCTS

Pharmacologic Classification	Controls	Medical Use	Potential for Physical Dependence	Potential for Psychological Dependence
Depressant	Legal age restrictions vary within state	Use of beverage alcohol medically is rare; perhaps as sedative. Disinfectant, alcohol massage	Yes	Yes
Stimulant	Controlled drug products (Per Drug Abuse Control Amendments, 1965. Methamphetamine added to list of controlled drugs in May, 1966.)	For mild depression, anti-appetite, narcolepsy	No	Yes
Depressant	Controlled drug products (Per Drug Abuse Control Amendments, 1965)	For sedation, sleep-producing, epilepsy, high blood pressure	Yes	Yes
Depressant	Regulated by prescription; some "over-counter" dispersal	Sedative	No	Yes
Central Nervous System Stimulant	Narcotic (Per Harrison Act, 1914)	Local anesthetic	No	Yes
Depressant	Narcotic (Per Harrison Act, 1914)	To relieve pain and coughing	Yes	Yes
Depressant	No Federal controls. Glue sales restricted in some states.	None	Unknown	Yes
Depressant	Narcotic (Per Harrison Act, 1914)	To relieve pain	Yes	Yes

# REFERENCE CHART

Tolerance	Possible Effects When Abused	How Taken When Abused	Comments
Yes	Drowsiness; slurred speech; stupor	Drunk	Depresses central nervous system
Yes	Excitation, dilated pupils, tremors, talkativeness, hallucinations	Orally or by injection	Prescription only. Oral six (6) months. Only in this period.
Yes	Drowsiness, staggering, slurred speech	Orally or by injection	Prescription only. Oral (6) months. Only five period. Dependence generally high doses for a prolonged
No	Drowsiness; sedative reactions	Orally	Depressant dehydration causing some danger of
No	Extreme excitation, tremors, hallucinations	Sniffed or by injection	Although cocaine does not morphine, it has been because its abuse potential control measures.
Yes	Drowsiness, pinpoint pupils	Orally (usually as cough syrup)	Preparations containing codeine are classified obtained without prescription
Yes	Staggering, drowsiness, slurred speech, stupor	Inhaled	Freely available as controlled states have laws forbidding under 18.
Yes	Same as morphine	Sniffed or by injection	Not legally available in some countries for

	How Taken When Abused	Comments
each,	Drunk	Depresses central nervous system.
capsules,	Orally or by injection	Prescription only. Original prescription expires after six (6) months. Only five (5) refills permitted within this period.
	Orally or by injection	Prescription only. Original prescription expires after six (6) months. Only five (5) refills permitted within this period. Dependence generally occurs only with the use of high doses for a protracted period of time.
	Orally	Depressant; dehydration may occur; drug accumulates in body posing some danger of accidental toxicity.
crackers,	Sniffed or by injection	Although cocaine does not have the narcotic properties of morphine, it has been classified as a narcotic by law because its abuse potential necessitates the same stringent control measures.
capsules	Orally (usually as cough syrup)	Preparations containing specified minimal amounts of cocaine are classified as "exempt" narcotics and can be obtained without prescription in some states.
inhalers,	Inhaled	Freely available as commercial products, except that some states have laws forbidding the sale of gas to persons under 18.
or	Sniffed or by injection	Not legally available in United States. Used medically in some countries for relief of pain.



Drugs	Pharmacologic Classification	Controls	Medical Use	Potential Physical Dependence
LSD (also mescaline, psilocybin, DMT)	Hallucinogen	(Brought under Drug Abuse Control Amendments in September, 1966)	Medical (research only)	
Marihuana	Hallucinogen	Narcotic (Per Marihuana Tax Act, 1937, plus subsequent restrictive legislation which covered marihuana and narcotics together)	None	
Meperidine (synthetic morphine-like drug)	Depressant	Narcotic (Brought under Harrison Act in 1944)	To relieve pain	
Methadone (synthetic morphine-like drug)	Depressant	Narcotic (A 1953 amendment to the Harrison Act brought drugs like methadone under control)	To relieve pain	
Morphine (an opium derivative)	Central Nervous System Depressant	Narcotic (Per Harrison Act, 1914)	To relieve pain	
Paragoric (preparation containing opium)	Depressant	Narcotic (Per Harrison Act, 1914)	For sedation and to counteract diarrhea	
Tobacco	Nicotine - stimulant	Legal age restrictions vary within state	None; nicotine used in insecticides	

# DRUG ABUSE PRODUCTS

on	Controls	Medical Use	Potential for Physical Dependence	Potential for Psychological Dependence
	(Brought under Drug Abuse Control Amendments in September, 1966)	Medical (research only)	No	Yes
	Narcotic (Per Marihuana Tax Act, 1937, plus subsequent restrictive legislation which covered marihuana and narcotics together)	None	No	Yes
	Narcotic (Brought under Harrison Act in 1944)	To relieve pain	Yes	Yes
	Narcotic (A 1953 amendment to the Harrison Act brought drugs like methadone under control)	To relieve pain	Yes	Yes
ous seant	Narcotic (Per Harrison Act, 1914)	To relieve pain	Yes	Yes
	Narcotic (Per Harrison Act, 1914)	For sedation and to counteract diarrhea	Yes	Yes
	Legal age restrictions vary within state	None; nicotine used in insecticides	No	Yes

REFERENCE CHART (continued)

Tolerance	Possible Effects When Abused	How Taken When Abused	Comments
Yes	Excitation, hallucinations, rambling speech	Orally or by injection	In 1966, LSD was brought under Control Amendments of International Narcotic Act. Not legally available.
No	Drowsiness or excitability, dilated pupils, talkativeness, laughter, hallucinations	Smoked or orally	From a legal control as a narcotic. It is also available in the United States.
Yes	Similar to morphine, except that at higher doses, excitation, tremors and convulsions occur	Orally or by injection	Shorter acting than morphine. Withdrawal symptoms appear.
Yes	Same as morphine	Orally or by injection	Longer acting than morphine; more slowly, are less effective in prescription only.
Yes	Drowsiness or stupor, pinpoint pupils	Orally or by injection	Morphine is the standard; analgesics are comparable in action only.
Yes	Same as morphine	Orally or by injection	Paregoric is often used prior to injection. In some states, may be used.
Yes	Increased heart beat, blood pressure, etc., central nervous system stimulant	Smoked; chewed; sniffed	Nicotine content is to be avoided.

Reference: Drug Abuse: Escape to Nowhere, Smith, Kline, & French, 1968  
Drug Abuse Education Resource Materials, Marin County, California

	How Taken When Abused	Comments
illusions, hallucinations, etc.	Orally or by injection	In 1966, LSD was brought under the control of Drug Abuse Control Amendments of 1965. Control under one of the International Narcotics Conventions is being considered. Not legally available except for medical research.
excitability, talkative, hallucinations	Smoked or orally	From a legal control standpoint, marijuana is treated as a narcotic. It is almost never legally available in the United States.
morphine, except doses, excitation and con-	Orally or by injection	Shorter acting than morphine. Frequent dosing required. Withdrawal symptoms appear quickly. Prescription only.
heroin	Orally or by injection	Longer acting than morphine. Withdrawal symptoms develop more slowly, are less intense and more prolonged. Prescription only.
stupor, pin-	Orally or by injection	Morphine is the standard against which other narcotic analgesics are compared. Legally available on prescription only.
heroin	Orally or by injection	Heroin is often boiled to concentrate narcotic content prior to injection. Classified as an exempt narcotic. In some states, may be obtained without prescription.
heart beat, blood pressure, central nervous system stimulant	Smoked; chewed; sniffed	Nicotine content is toxic

Escape to Nowhere, Smith, Kline, & French, 1968  
 Education Resource Materials, Marin County, California

**TEACHER INFORMATION** (continued)

**SLANG TERMS**

A	- Benzedrine, dexedrine and methedrine
Acid	- LSD
Acid head	- An abuser of LSD
Artillery	- Equipment for injecting drugs
Backtrack	- To withdraw the plunger of a syringe before injecting drugs to make su position
Bag	- A container of drugs
Bagman	- A drug supplier
Bang	- To inject drugs
Barbs	- Barbiturates
Bennies	- Benzedrine (brand of amphetamine sulfate, Smith, Kline, & French Labor
Bernice	- Cocaine
Big John	- The police
Bindle	- A small quantity or packet of narcotics
Biz	- Equipment for injecting drugs
Blanks	- Poor quality narcotics
Blasted	- Under the influence of drugs
Blow a stick	- To smoke a marijuana cigarette
Blue devils	- Amytal (brand of amobarbital, Eli Lilly and Company) capsules
Blue heavens	- Amytal
Blue velvet	- Paregoric and an antihistamine
Bombido	- Injectable amphetamine
Boo	- Marijuana
Boxed	- In jail
Bread	- Money
Bull	- A Federal narcotic agent, a police officer
Burned	- To receive phony or badly diluted drugs
Busted	- Arrested
Cactus	- Peyote
Candy	- Barbiturates
Cap	- A container of drugs (usually a capsule)
Cartwheels	- Amphetamine sulfate (round, white, double-scored tablets)
Champ	- Drug abuser who won't reveal his supplier--even under pressure
Charas	- Form of marijuana in India; hashish
Charged up	- Under the influence of drugs

**TEACHER INFORMATION (continued)**

**SLANG TERMS**

ine and methedrine

cting drugs

unger of a syringe before injecting drugs to make sure needle is in proper

rs

of amphetamine sulfate, Smith, Kline, & French Laboratories) tablets

r packet of narcotics

cting drugs

tics

e of drugs

na cigarette

mobarbitol, Eli Lilly and Company) capsules

ntihistamine

amine

agent, a police officer

er badly diluted drugs

ugs (usually a capsule)

te (round, white, double-scored tablets)

on't reveal his supplier--even under pressure

in India; hashish

ce of drugs

TEACHER INFORMATION (continued)

Chipping	- Taking small amounts of drugs on an irregular basis
Chippy	- An abuser taking small, irregular amounts--also, prostitute
Clear up	- To withdraw from drugs
Coasting	- Under the influence of drugs
Coasts to coasts	- Amphetamines
Coke	- Cocaine
Cokie	- A cocaine addict
Cold turkey	- Sudden drug withdrawal
Connect	- To purchase drugs
Connection	- A drug supplier
Cook up a pill	- To prepare opium for smoking
Co-pilots	- Amphetamine tablets
Cop	- To purchase drugs
Cop-out	- To alibi, confess
Corine	- Cocaine
Cotica	- Narcotics
Crystals	- Methedrine
Cut	- To adulterate a narcotic by adding milksugar
Dabble	- To take small amounts of drugs on an irregular basis
Dagga	- Marijuana - India
Deck	- A small packet of narcotics
Dexies	- Dexedrine (brand of dextroamphetamine sulfate, Smith, Kline & F)
Dime bag	- A ten-dollar purchase of narcotics
Dollies	- Dolophine (brand of methadone hydrochloride, Eli Lilly and Comp)
Domino	- To purchase drugs
Dope	- Any narcotic
Double trouble	- Tuinal (brand of amobarbital sodium and secobarbital sodium, El
Downs	- Depressants
Dropped	- Arrested
Dust	- Cocaine
Eisie's shake	- Morning glory seed
Factory	- Equipment for injecting drugs
Fix	- An injection of narcotics
Flake	- Cocaine
Flea powder	- Poor quality narcotics

TEACHER INFORMATION (continued)

all amounts of drugs on an irregular basis  
taking small, irregular amounts--also, prostitute  
law from drugs  
influence of drugs  
ness

addict  
tag withdrawal  
use drugs  
supplier  
opium for smoking  
ine tablets  
use drugs  
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ne  
erate a narcotic by adding milksugar  
small amounts of drugs on an irregular basis  
a - India  
packet of narcotics  
e (brand of dextroamphetamine sulfate, Smith, Kline & French Laboratories) tablets  
lar purchase of narcotics  
e (brand of methadone hydrochloride, Eli Lilly and Company) tablets  
ase drugs  
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brand of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules  
nts

glory seed  
t for injecting drugs  
tion of narcotics  
lity narcotics



**TEACHER INFORMATION (continued)**

Floating	- Under the influence of drugs
Footballs	- Oval-shaped amphetamine sulfate tablets
Fresh and sweet	- Out of jail
Fuzz	- The police
Gage	- Marijuana
Ganga	- Marijuana
Gas-head	- Paregoric abuser
Geetie	- Money
Geezer	- A narcotic injection
Gimmicks	- The equipment for injecting drugs
Gold dust	- Cocaine
Goods	- Narcotics
Goofballs	- Barbiturates
Gow-head	- An opium addict
Grass	- Marijuana
Greenies	- Green, heart-shaped tablets of dextroamphetamine sulfate and amobarbital
Griebo	- Marijuana
Gun	- A hypodermic needle
H	- Heroin
Hang-up	- A personal problem
Happy dust	- Cocaine
Hard stuff	- Morphine, cocaine, or heroin
Harry	- Heroin
Hash	- Hashish; marijuana
Hawk	- LSD
Hay	- Marijuana
Hearts	- Benzedrine or Dexedrine (brands of amphetamine sulfate and dextroamphetamine sulfate) heart-shaped tablets
Heat	- The police
Hemp	- Marijuana
High	- Under the influence of drugs
Hit	- To purchase drugs, an arrest
Hocus	- A narcotic solution ready for injection
Hooked	- Addicted
Hophead	- Narcotic addict
Hopped up	- Under the influence of drugs
Horse	- Heroin

**TEACHER INFORMATION (continued)**

ce of drugs  
amine sulfate tablets

ion  
injecting drugs

ed tablets of dextroamphetamine sulfate and amobarbital

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em

e or heroin

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xedrine (brands of amphetamine sulfate and dextroamphetamine sulfate, Smith,  
Laboratories) heart-shaped tablets

nce of drugs  
e, an arrest  
ion ready for injection

nce of drugs

**TEACHER INFORMATION** (continued)

Hot	- Wanted by police
Hot shot	- A fatal dosage
Hype	- Narcotic addict
Ice cream habit	- A small, irregular drug habit
Job	- To inject drugs
Jive	- Marijuana
Joint	- A marijuana cigarette
Joy-pop	- To inject small amounts of drugs irregularly
Joy powder	- Heroin
Junk	- Narcotics
Junkie	- A narcotic addict
Kick	- To abandon a drug habit
Kif	- Marijuana in North Africa
L. A.	- Amphetamines
Turnabouts	
Layout	- The equipment for injecting drugs
Lipton tea	- Poor quality narcotics
Lit up	- Under the influence of drugs
Locoweed	- Marijuana
M	- Morphine
Machinery	- Equipment for injecting drugs
Mainline	- To inject drugs directly into a vein
Make a buy	- To purchase drugs
Make a meet	- To purchase drugs
Man	- The police
Manicure	- High-grade marijuana (i.e., no seeds or stems)
Mary Jane	- Marijuana
Mellow yellow	- Banana peel
Meth	- Methamphetamine, usually injected for rapid result
Mess	- Marijuana
Mickey Finn	- Chloral hydrate
Miss Kama	- Morphine
Mojo	- Narcotics
Monkey	- A drug habit where physical dependence is present
Mor a grifa	- Marijuana
Mutah	- Marijuana

**TEACHER INFORMATION (continued)**

Needle	- Hypodermic syringe
Nickel bag	- A five-dollar purchase of narcotics
Nimby	- Nembutal (brand of pentobarbital, Abbott Laboratories) capsules
Off	- Withdrawn from drugs
On a trip	- Under the influence of LSD or other hallucinogens
On the nod	- Under the influence of drugs
On the street	- Out of jail
Oranges	- Dexedrine (brand of dextroamphetamine sulfate, Smith, Kline & French)
Paper	- A prescription or packet of narcotics
Peaches	- Benzedrine (brand of amphetamine sulfate, Smith, Kline & French)
Peanuts	- Barbiturates
P.G. or P.O.	- Paregoric
Pep pills	- Stimulants
Piece	- A container of drugs
Pinks	- Seconal (brand of secobarbital, Eli Lilly and Company) capsules
Plant	- Cache of narcotics
Pop	- To inject drugs
Pot	- Marijuana
Purple hearts	- Luminal
Quill	- A folded matchbox cover from which narcotics are sniffed through
Rainbows	- Tuinal (brand of amobarbital sodium and secobarbital sodium, Eli Lilly)
Reader	- A prescription
Red birds	- Seconal
Red devils	- Seconal (brand of secobarbital, Eli Lilly and Company) capsules
Reefer	- A marijuana cigarette
Roach	- The butt of a marijuana cigarette
Rope	- Marijuana
Roses	- Benzedrine (brand of amphetamine sulfate, Smith, Kline & French)
Sam	- Federal narcotic agents
Satch cotton	- Cotton used to strain narcotics before injection
Scat	- Heroin
Score	- To purchase drugs
Seggy	- Seconal (brand of secobarbital, Eli Lilly and Company) capsules
Shooting gallery	- A place where narcotic addicts inject drugs
Shoot up	- To inject drugs
Slammed	- In jail

**TEACHER INFORMATION (continued)**

syringe  
purchase of narcotics  
(brand of pentobarbital, Abbott Laboratories) capsules  
from drugs  
influence of LSD or other hallucinogens  
influence of drugs  
pill  
(brand of dextroamphetamine sulfate, Smith, Kline & French Laboratories) tablets  
portion or packet of narcotics  
pill (brand of amphetamine sulfate, Smith, Kline & French Laboratories) tablets  
pill  
syringe  
portion of drugs  
(brand of secobarbital, Eli Lilly and Company) capsules  
narcotics  
drugs  
matchbox cover from which narcotics are sniffed through the nose  
(brand of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules  
portion  
(brand of secobarbital, Eli Lilly and Company) capsules  
cigarette  
of a marijuana cigarette  
pill (brand of amphetamine sulfate, Smith, Kline & French Laboratories) tablets  
narcotic agents  
used to strain narcotics before injection  
base drugs  
(brand of secobarbital, Eli Lilly and Company) capsules  
where narcotic addicts inject drugs  
drugs

TEACHER INFORMATION (continued)

Smack	- Heroin
Sniff	- To sniff narcotics (usually heroin or cocaine) through the nose
Snow	- Cocaine
Speed	- Methamphetamine, usually injected for rapid result
Speedball	- An injection which combines a stimulant and depressant--often cocaine and heroin
Spike	- The needle used for injecting drugs
Square	- A non-addict
Stash	- A cache of narcotics
Stick	- A marijuana cigarette
STP	- A highly potent hallucinogen
Stuff	- Narcotics
Sugar	- Powdered narcotics
Sugar cube	- LSD
Texas tea	- Marijuana
Thoroughbred	- A high-type hustler who sells pure narcotics
Tooies	- Tuinal (brand of amobarbital sodium and secobarbital sodium, Eli Lilly)
Trip, tripping	- Being "high" on hallucinogens, particularly LSD
Truck drivers	- Amphetamine
Turkey	- A capsule purported to be narcotic but filled with a non-narcotic substance
Turned off	- Withdrawn from drugs
Turned on	- Under the influence of drugs
Uncle	- Federal narcotic agent
Ups	- Stimulants
Wake-ups	- Amphetamine
Washed up	- Withdrawn from drugs
Wasted	- Under the influence of drugs
Weed	- Marijuana
Weed-head	- Marijuana user
Weekend habit	- A small, irregular drug habit
Whiskers	- Federal narcotic agents
Whites	- Amphetamine sulfate tablets
White stuff	- Morphine
Works	- The equipment for injecting drugs
Yellow-jackets	- Nembutal (brand of pentobarbital, Abbott Laboratories) capsules (solid)

**TEACHER INFORMATION (continued)**

narcotics (usually heroin or cocaine) through the nose

amine, usually injected for rapid result

on which combines a stimulant and depressant--often cocaine mixed with morphine or

used for injecting drugs

ct

narcotics

a cigarette

otent hallucinogen

narcotics

e hustler who sells pure narcotics

and of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules

h" on hallucinogens, particularly LSD

se

purported to be narcotic but filled with a non-narcotic substance

from drugs

influence of drugs

narcotic agent

ne

from drugs

influence of drugs

user

irregular drug habit

narcotic agents

ne sulfate tablets

ment for injecting drugs

(brand of pentobarbital, Abbott Laboratories) capsules (solid yellow)

**TEACHER INFORMATION** (continued)

**LAWS GOVERNING DRUGS: DRUG ABUSE AMENDMENTS - 1965**

The Drug Abuse Amendments were passed in 1965. They became effective February 1, 1966 because of the national concern of the drug abuse of depressants, stimulants, and hallucinogens.

The Bureau of Drug Abuse Control has been organized as part of the Food and Drug Administration. It has nine field offices to carry out provisions of the law. Three hundred trained agents are assigned to these offices.

1. Seizing illegal supplies of controlled drugs
2. Serving warrants
3. Arresting persons illegally manufacturing drugs
4. Trading illegally
5. Handling dangerous drugs

Two methods are used to curb drug abuse:

1. Records of supplies and sales must be kept by all legal handlers of dangerous drugs. The following must take an inventory and keep records of sales and must also make records available to FDA agents:

Registered manufacturers  
Processors and their suppliers  
Wholesale druggists  
Pharmacies  
Hospitals  
Clinics  
Public Health agencies  
Research laboratories

2. Punishment of persons supplying illegal drugs

The law is for detection and elimination of illegal drug distribution but does not punish the user. It is felt that through proper treatment, physical and psychological, the user can be rehabilitated and returned to his place in society.

Specific penalties for illegal transfer, sale, and possession may be found on next page.



**TEACHER INFORMATION** (continued)

**LAW'S GOVERNING DRUGS: DRUG ABUSE AMENDMENTS - 1965**

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The law has been organized as part of the Food and Drug Administration. There are several provisions of the law. Three hundred trained agents have the job of:

- legal supplies of controlled drugs
- persons illegally manufacturing drugs
- illegally dangerous drugs

drug abuse:

supplies and sales must be kept by all legal handlers of drugs designated as such. The following must take an inventory and keep records of receipts and must also make records available to FDA agents:

- Registered manufacturers
- Processors and their suppliers
- Wholesale druggists
- Pharmacies
- Hospitals
- Clinics
- Public Health agencies
- Research laboratories

of persons supplying illegal drugs

elimination of illegal drug distribution but does not provide criminal sanctions. It states that through proper treatment, physical and psychological, the drug user can be brought back to his place in society.

Legal transfer, sale, and possession may be found on next page.

TEACHER INFORMATION (continued)

FEDERAL

Drug Abuse Control Amendments of 1965

1. All manufacturers and wholesalers who produce, compound, or sell amphetamines and drugs with a similar effect on the central nervous system must register with the Administration.
2. Manufacturers, wholesalers, retailers, and physicians must keep records of purchases for three years.
3. Who may sell or possess is clearly stated.
4. Penalties are increased for sale of illegal drugs to minors.
5. Food and Drug Administration may carry firearms and enforcement powers related to arrest are expanded.
6. Food and Drug Administration authority to combat drug counterfeiting is expanded.
7. Prescription for a stimulant or depressant drug under control is valid for six months; that time, is limited to five (5) refills.

The aim of these provisions is to curb illegal abuse--not to restrict legitimate medical use.

Those benefiting financially from the illicit use of dangerous drugs are dealt with under the Act. Legal penalties are as follows:

1. Each delivery, with or without payment, is a separate offense with a maximum penalty of (1) year in prison.
2. After prior conviction, the maximum penalty for illegal delivery is \$10,000 and/or prison.
3. First offense--all persons over 18 who sell or give barbiturates to anyone under 18 for not more than two (2) years or fined not more than \$5,000 or both.
4. Second offense--six (6) years imprisonment and maximum fine of \$15,000 and/or prison.

**TEACHER INFORMATION (continued)**

**Acts of 1965**

Manufacturers and wholesalers who produce, compound, or sell amphetamines and barbiturates (and other drugs having a similar effect on the central nervous system) must register with the Food and Drug Administration.

Manufacturers, wholesalers, retailers, and physicians must keep records of purchases and dispositions of controlled substances.

Prohibition is clearly stated.

Prohibition for sale of illegal drugs to minors.

Administration may carry firearms and enforcement powers related to search, seizure, and arrest.

Administration authority to combat drug counterfeiting is expanded.

Prescription for a stimulant or depressant drug under control is valid for six (6) months and during that time is limited to five (5) refills.

Policy is to curb illegal abuse--not to restrict legitimate medical use.

Penalties from the illicit use of dangerous drugs are dealt with under the criminal section. Penalties are as follows:

Delivery, with or without payment, is a separate offense with a maximum penalty of \$1,000 and one year imprisonment.

Delivery, without payment, the maximum penalty for illegal delivery is \$10,000 and/or three (3) years in prison.

Persons over 18 who sell or give barbiturates to anyone under 21 may be imprisoned for two (2) years or fined not more than \$5,000 or both.

Delivery to anyone under 21, six (6) years imprisonment and maximum fine of \$15,000 and/or both.

TEACHER INFORMATION (cont)

STATE

Laws are not uniform. Most have illegal possession features and require delivery be kept for several years. Penalties for violation of state narcotic violation.

In many states violation is a misdemeanor. Sometimes the maximum penalty is generally felt that a uniform act needs to be established.

TEACHER INFORMATION (continued)

Most have illegal possession features and requirement that records of receipt and several years. Penalties for violation of state dangerous drugs are less than for

on is a misdemeanor. Sometimes the maximum penalty is a fine as low as \$100. It is uniform act needs to be established.

TEACHER INFORMATION (continued)

LAWS GOVERNING DRUGS: NARCOTICS

LEGAL AND MEDICAL DRUG DEFINITIONS DIFFER. A DRUG IS LEGALLY TREATED AS A NARCOTIC IF IT CAUSES ADDICTION OR ADDICTION SUSTAINING LIABILITY. THESE DRUGS ARE LEGALLY TREATED AS NARCOTIC.

1. Opium and its derivatives--morphine, heroine, cocaine, etc.
2. Coca leaves (medically--a stimulant)
3. Cannabis, marijuana, and chemically related substances (medically--a hallucinogen)
4. Synthetic narcotics--meperidine (isonipecaine)

FEDERAL

Harrison Act of 1914

Narcotics are under the control of the Bureau of Narcotics (a branch of the Treasury Department). The Bureau is assisted by Customs Officers and the Coast Guard. Important features of narcotic laws are:

1. Registration of those dealing in narcotics
2. Special taxes are levied
3. Special order forms and record-keeping provisions must be maintained
4. There are prohibitions and penalties for illegal possession and trafficking

Not all narcotic preparations are treated alike. "Exempt narcotics" may be sold without a prescription; however, records must be kept and persons must sign for the narcotics. Examples of exempt narcotics are for cough syrups.

Narcotic law penalties:

Illegal transfer or sale:

1. First offense--not less than five (5) years or more than twenty (20) years imprisonment and a fine up to \$20,000 may be levied.
2. Second or subsequent offense--not less than ten (10) or more than forty (40) years imprisonment and a fine up to \$20,000 may be levied.

TEACHER INFORMATION (continued)

LAWS GOVERNING DRUGS: NARCOTICS

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le:

not less than five (5) years or more than twenty (20) years imprisonment; fine up  
be levied.

requent offense--not less than ten (10) or more than forty (40) years imprisonment;  
,000 may be levied.

#### TEACHER INFORMATION (continued)

The foregoing sentences may not be suspended or probations granted. someone under 18 years of age is refused parole and probation, and or to death.

#### Illegal possession:

1. First offense--not less than two (2) or more than ten (10) years fine of up to \$20,000.
2. Second offense--not less than five (5) or more than twenty (20)
3. Third or subsequent--not less than ten (10) or more than forty first offense, sentences cannot be suspended or parole granted.

#### STATE

Most states follow the Uniform Narcotic Drug Act which follows Federal law

#### EDUCATIONAL AGENCIES

The United National Commissions on Narcotics is working to control for medical of opium by having it sold by the producing nations to a single company who are required.

Medical associations are working to control the distribution of narcotics.

#### TREATMENT AGENCIES

To receive treatment a patient must fully cooperate; 4½ months minimum must hospitals are located in Lexington, Kentucky (men and girls), in Fort Worth New York, and in Chicago, Illinois.



**TEACHER INFORMATION** (continued)

ences may not be suspended or probations granted. A person who sells narcotics to  
ars of age is refused parole and probation, and can be sentenced to life imprisonment

not less than two (2) or more than ten (10) years imprisonment plus a possible  
20,000.

-not less than five (5) or more than twenty (20) years imprisonment.

uent--not less than ten (10) or more than forty (40) years imprisonment. After  
sentences cannot be suspended or parole granted.

form Narcotic Drug Act which follows Federal law. Some states have variations.

sions on Narcotics is working to control for medical use the world-wide production  
by the producing nations to a single company which would distribute it as needs

working to control the distribution of narcotics.

ient must fully cooperate; 4½ months minimum must be spent in the hospital;  
Lexington, Kentucky (men and girls), in Fort Worth, Texas (men), in California,  
Illinois.

MONTANA STATE LAW

UNITED STATES OF AMERICA,     )  
State of Montana                ) ss.

I, FRANK MURRAY, Secretary of State of the State of Montana, do hereby  
a true and correct copy of House Bill No. 453, Chapter No. 314, Montana Session  
Forty-first Session of the Legislative Assembly of the State of Montana, approved  
of said State, on the eleventh day of March, 1969, and effective on the eleventh

IN TESTIMONY WHEREOF, I  
affixed the Great Seal

Done at the City of Helena  
this twelfth day of March

/s/ Frank Murray

Frank  
Secretary

CHAPTER NO. 314  
MONTANA SESSION LAWS 1969  
HOUSE BILL NO. 453

AN ACT PROVIDING FOR REGULATION OF THE POSSESSION AND SALE OF DANGEROUS DRUGS  
DANGEROUS DRUGS TO INCLUDE DEPRESSANT, STIMULANT, HALLUCINOGENIC AND NARCOTIC  
AND PHRASES IN CONNECTION THEREWITH: DEFINING WHO MAY LAWFULLY SELL AND POSSESS  
THE FRAUDULENT OBTAINING OF DANGEROUS DRUGS OR THE ALTERATION OF LABELS: PROVIDING  
UNLAWFUL SALE AND POSSESSION: PROVIDING FOR THE STATE BOARD OF PHARMACY TO REGULATE  
AND DESIGNATE OTHER DANGEROUS DRUGS AFTER PROPER NOTICE AND HEARING: AMENDING  
TO EXCLUDE TRIAL JURISDICTION IN THE JUSTICES' COURTS IN CASES COMMENCED UNDER  
27-724, 27-725, 54-101 THROUGH 54-128 INCLUSIVE, 94-35-123, 94-35-148, 94-35-1

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF MONTANA:

**MONTANA STATE LAW**

) ss.

Secretary of State of the State of Montana, do hereby certify that the following is House Bill No. 453, Chapter No. 314, Montana Session Laws of 1969, enacted by the Legislative Assembly of the State of Montana, approved by Forrest H. Anderson, Governor on the eleventh day of March, 1969, and effective on the eleventh day of March, 1969.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the Great Seal of said State.

Done at the City of Helena, the Capitol of said State, this twelfth day of March, 1969.

/s/ Frank Murray

Frank Murray  
Secretary of State

CHAPTER NO. 314  
MONTANA SESSION LAWS 1969  
HOUSE BILL NO. 453

RELATION OF THE POSSESSION AND SALE OF DANGEROUS DRUGS IN THE STATE OF MONTANA: DEFINING DEPRESSANT, STIMULANT, HALLUCINOGENIC AND NARCOTIC DRUGS AND DEFINING CERTAIN WORDS THEREWITH: DEFINING WHO MAY LAWFULLY SELL AND POSSESS DANGEROUS DRUGS: PROVIDING FOR THE ALTERATION OF LABELS: PROVIDING FOR THE ENFORCEMENT OF THE ACT: PROVIDING FOR THE STATE BOARD OF PHARMACY TO REGULATE, LICENSE AND SUPERVISE, DANGEROUS DRUGS AFTER PROPER NOTICE AND HEARING: AMENDING SECTION 95-302, R.C.M. 1947, IN THE JUSTICES' COURTS IN CASES COMMENCED UNDER THIS ACT: REPEALING SECTIONS 94-54-128 INCLUSIVE, 94-35-123, 94-35-148, 94-35-199, R.C.M. 1947.

LEGISLATIVE ASSEMBLY OF THE STATE OF MONTANA:

**MONTANA STATE LAW** (continued)

Section 1. Definition of terms. (a) "Person" includes an individual, partnership, association, trust or other institution or entity.

(b) "Drug" means articles recognized in the official United States Pharmacopoeia of the United States, or official National Formulary, or any supplement.

(c) "Depressant drugs" include: Amobarbital, secobarbital, pentobarbital, acid, glutethimide, meprobamate, chloral hydrate, paraldehyde, ethchlorvynol, and derivative, compound, or preparation containing any of the above listed drugs.

(d) "Stimulant drugs" include: Amphetamine, dextroamphetamine, mephentermine, phenmetrazine, or any product, derivative, or compound or preparation of the same.

(e) "Hallucinogenic drugs" include: Marijuana, lysergic acid diethylamide, methyltryptamine, peyote, and mescaline or any product, derivative, compound, or preparation of the same.

(f) "Narcotic drugs" include: Opium, morphine, heroin, codeine, ethylmethylphenacetate, isonipicaine, methadone, and cocaine or any product, derivative, compound, or preparation of the same.

(g) "Dangerous drug" means any depressant, stimulant, hallucinogenic, or narcotic drug.

(h) The terms "manufacture, preparation, cultivation, compounding, or packaging, or repackaging or otherwise changing the container, wrapper, or labeling of any drug, or the distribution of the drug from the original place of manufacture to the person or sale to the ultimate consumer.

(i) The term "warehousing" means the receipt and storage of goods for sale or sale to the ultimate consumer.

(j) The term "wholesaling, jobbing or distribution" means the selling of a drug which is not the ultimate user or consumer of such drug.

(k) "Sell" means to sell, exchange, give, or dispose of to another, or

**MONTANA STATE LAW (continued)**

s. (a) "Person" includes an individual, partnership, corporation, association or entity.

recognized in the official United States Pharmacopoeia, official Homopathic Pharmacopoeia, or official National Formulary, or any supplement to any of them.

is: Amobarbital, secobarbital, pentobarbital, phenobarbital, barbituric acid, chloral hydrate, paraldehyde, ethchlorvynol, and ethinamate, or any product, or any preparation containing any of the above listed drugs.

is: Amphetamine, dextroamphetamine, naphentermine, methamphetamine, and any derivative, or compound or preparation of the above listed drugs.

include: Marihuana, lysergic acid diethylamide, psilocybin, dimethyltryptamine, or any product, derivative, compound, or preparation of the above

is: Opium, morphine, heroin, codeine, ethylmorphine, dihydromorphinone, or any product, derivative, compound, or preparation of the above listed

any depressant, stimulant, hallucinogenic, or narcotic drug.

preparation, cultivation, compounding, or processing" shall include the container, wrapper, or labeling of any drug package in furtherance of the original place of manufacture to the person who makes final delivery

means the receipt and storage of goods for compensation prior to final delivery

selling or distribution" means the selling or distribution to any person who is not the owner of such drug.

exchange, give, or dispose of to another, or to offer or agree to do the same.

MONTANA STATE LAW (continued)

(l) "Practitioner" means a physician, dentist, veterinarian, podiatrist, or other to prescribe drugs.

(m) "Manufacturer" means a person who by compounding, mixing, cultivating, growing, produces or prepares dangerous drugs, but does not include a pharmacist who compounds sold or dispensed on prescriptions.

(n) Masculine words shall include the feminine and neuter and singular includes

(o) The term "prescription" shall be given the meaning it has in R.C.M. 1947, S

(p) This act may be cited and the "Montana Dangerous Drug Act."

Section 2. Authority of the state board of pharmacy to enact regulations, impose dangerous drugs.

(a) Registration and licensing. The state board of pharmacy is hereby authorized, and to license, regulate, and supervise the warehousing, wholesaling, distributing, and any other processing of all dangerous drugs, which is necessary to carry out the purposes of this act.

(b) Fees. The state board of pharmacy is hereby authorized to require registration fees in an amount to be fixed by the board, which fees shall not exceed one hundred dollars.

(c) Dangerous drug designation. Any drug designated by the state board of pharmacy because of its depressant, stimulant, hallucinogenic or narcotic effects, after notification as required by law, shall be added to the appropriate definitions of section (c) of section 1 for the purpose of the Montana Dangerous Drug Act.

(d) Penalties. Failure to register or be licensed as provided for shall be a misdemeanor and shall be a fine not to exceed one thousand dollars (\$1,000) or imprisonment in the county jail for (1) year, or both.

**MONTANA STATE LAW** (continued)

a physician, dentist, veterinarian, podiatrist, or other person permitted by law

a person who by compounding, mixing, cultivating, growing, or other process, drugs, but does not include a pharmacist who compounds dangerous drugs to be

all include the feminine and neuter and singular includes the plural.

ion" shall be given the meaning it has in R.C.M. 1947, Section 66-1502(n).

ed and the "Montana Dangerous Drug Act."

the state board of pharmacy to enact regulations, impose fees and designate

censing. The state board of pharmacy is hereby authorized to register manufac-  
ate, and supervise the warehousing, wholesaling, distributing, sale, purchase,  
cessing of all dangerous drugs, which is necessary to carry out the enforcement

ard of pharmacy is hereby authorized to require registration and license fees in  
board, which fees shall not exceed one hundred dollars (\$100) per year.

gnation. Any drug designated by the state board of pharmacy as a dangerous drug  
stimulant, hallucinogenic or narcotic effects, after notice, hearing, and publica-  
ll be added to the appropriate definitions of section (c), (d), (e), or (f) of  
the Montana Dangerous Drug Act.

a to register or be licensed as provided for shall be a misdemeanor punishable by  
ousand dollars (\$1,000) or imprisonment in the county jail for not to exceed one

**MONTANA STATE LAW (continued)**

**Section 3. Dangerous drugs--persons and preparations exempt from the prohibition.** (b) medicinal preparations are excepted from the designated criminal offenses of sections 4 and 5 when combined with therapeutically active or inactive non-narcotic ingredients:

(a) A preparation which contains not more than 64. mg. (1 grain) of codeine or any one fluid ounce, or one avoirdupois ounce.

(b) Any preparation which contains cotarnine, nalorphine, narceine, noscapine, or pa quantity. These medicinal preparations must contain, in addition to the narcotic drug in quantities and be administered, dispensed, and sold in good faith as a medicine, not for th this act.

(2) The following persons are excepted from the designated criminal offenses of sect this act while acting in the ordinary and authorized course of their business, profession, employment, or religious activity and whose activities in connection with dangerous drugs specified in this section:

(a) Persons regularly engaged in manufacture, preparation, cultivation, compounding, are qualified in conformance with law, in preparing pharmaceutical chemicals or prescripti distribution through branch outlets, wholesale druggists, or by direct shipment, (1) to ph hospitals, clinics, public health agencies, long-term care facilities, or practitioners, registered pharmacists upon prescriptions, or for use by or under the supervision of pract (2) to laboratories or research or educational institutions for their use in research, tea analysis.

(b) Suppliers (otherwise qualified in conformance with law) of persons regularly eng preparation, cultivation, compounding, and processing referred to in subsection (a).

(c) Wholesale druggists who maintain establishments in conformance with law and are in supplying prescription drugs (1) to pharmacies, or to hospitals, clinics, public health term care facilities, or practitioners, for dispensing by registered pharmacists upon pres use by or under the supervision of practitioners or (2) to laboratories or research or edu for their use in research, teaching, or clinical analysis.

(d) Registered pharmacists who are authorized to dispense dangerous drugs.

(e) Practitioners who prescribe or administer dangerous drugs.



**MONTANA STATE LAW (continued)**

-persons and preparations exempt from the prohibition. (1) The following  
ed from the designated criminal offenses of sections 4 and 5 of this act  
y active or inactive non-narcotic ingredients:

ains not more than 64.8 mg. (1 grain) of codeine or any of its salts, per  
is ounce.

contains cotarnine, nalorphine, narceine, noscapine, or papaverine in any  
ations must contain, in addition to the narcotic drug in it, other medicinal  
dispensed, and sold in good faith as a medicine, not for the purpose of evading

is excepted from the designated criminal offenses of sections 4 and 5 of  
nary and authorized course of their business, profession, occupation,  
and whose activities in connection with dangerous drugs are solely as

ed in manufacture, preparation, cultivation, compounding, and processing who  
law, in preparing pharmaceutical chemicals or prescription drugs for  
ets, wholesale druggists, or by direct shipment, (1) to pharmacies or to  
agencies, long-term care facilities, or practitioners, for dispensing by  
criptions, or for use by or under the supervision of practitioners, or  
or educational institutions for their use in research, teaching or chemical

ualified in conformance with law) of persons regularly engaged in manufacture,  
ading, and processing referred to in subsection (a).

o maintain establishments in conformance with law and are regularly engaged  
(1) to pharmacies, or to hospitals, clinics, public health agencies, long-  
oners, for dispensing by registered pharmacists upon prescriptions, or for  
of practitioners or (2) to laboratories or research or educational institutions  
ng, or clinical analysis.

who are authorized to dispense dangerous drugs.

cribe or administer dangerous drugs.

MONTANA STATE LAW (continued)

(f) Persons associated with a bona fide educational institution who use dangerous drugs for teaching or chemical analysis and not for sale.

(g) A common or contract carrier or warehouseman, whose possession of any dangerous drug is in the course of his business or employment as such.

(h) Officers and employees of the state, or a political subdivision of the state, while acting in the course of their official duties.

(i) An employee or agent of any person described in paragraph (a) through (g) who is a nurse or other medical technician under the supervision of a practitioner who administers such drug while such employee, nurse, or medical technician is acting in the course of his employment and not on his own account.

(j) A person to whom or for whose use any dangerous drug has been prescribed, authorized practitioner or pharmacist may lawfully possess such drug.

(k) Any bona fide religious organization incorporated under the laws of the state for the transporting, possession or using peyote (pellote) for religious sacramental purposes.

Nothing in this section shall be construed to prohibit or interfere with the doctor acting in good faith to prescribe or administer any dangerous drug to a patient for the treatment of a condition according to his needs and to medical practice. Addiction, dependence on a dangerous drug shall be deemed a "disease or condition" and the prescription, administration, possession or use of a dangerous drug to relieve conditions incident to such addiction or habitual use shall not be deemed a disease or condition."

Nothing in this act shall be construed to relieve any person from any requirements or authority of Title 27, R.C.M. 1947.

**Section 4. Criminal sale of dangerous drugs.**

(a) A person commits the offense of a criminal sale of dangerous drugs if he sells, transfers, cultivates, compounds, or processes any dangerous drug as defined in this act and excepted in the exceptions of section 3.

MONTANA STATE LAW (continued)

in a bona fide educational institution who use dangerous drugs in research,  
and not for sale.

carrier or warehouseman, whose possession of any dangerous drug is in the usual  
course of business as such.

of the state, or a political subdivision of the state, while acting in the

of any person described in paragraph (a) through (g) of this subsection, and  
when under the supervision of a practitioner who administers dangerous drugs,  
a medical technician is acting in the course of his employment or occupation and

for whose use any dangerous drug has been prescribed, sold, or dispensed by an  
apothecary may lawfully possess such drug.

an organization incorporated under the laws of the state of Montana while  
using peyote (pellote) for religious sacramental purposes.

shall be construed to prohibit or interfere with the discretion of a practitioner  
to administer any dangerous drug to a patient for the treatment of a disease or  
condition and to medical practice. Addiction, dependence or habitual use of a dangerous  
drug or condition" and the prescription, administration, or dispensation of a  
drug incident to such addiction or habitual use shall be deemed "treatment of

shall be construed to relieve any person from any requirement prescribed by or under  
Chapter 1947.

of dangerous drugs.

it is the offense of a criminal sale of dangerous drugs if he sells, manufactures, prepares,  
or possesses any dangerous drug as defined in this act and does not come within the

**MONTANA STATE LAW** (continued)

(b) A person convicted of criminal possession of dangerous drugs shall be sentenced to the state prison not to exceed five (5) years. Any person of the age of 21 years or older who is convicted of a violation under this section shall be presumed to be entitled to a deferred imprisonment.

Section 6. Fraudulently obtaining dangerous drugs. A person commits the offense of obtaining dangerous drugs if he obtains or attempts to obtain a dangerous drug by (a) fraud or subterfuge; (b) falsely assuming the title of, or representing himself to be a medical practitioner, pharmacist, owner of a pharmacy or other persons authorized to prescribe drugs; (c) the use of a forged, altered, or fictitious prescription; (d) the use of a false name on a prescription or; (e) the concealment of a material fact.

Section 7. Altering labels on dangerous drugs. A person commits the offense of altering labels on dangerous drugs if he affixes a false, forged, or altered label to a package of a dangerous drug, or otherwise misrepresents the package containing a dangerous drug.

Section 8. Penalty for fraudulently obtaining dangerous drugs or altering labels on dangerous drugs. A person convicted of fraudulently obtaining dangerous drugs or altering labels on dangerous drugs shall be imprisoned in the county jail for a term not to exceed six (6) months.

Section 9. Alternative sentencing authority. A person convicted of criminal possession of dangerous drugs, fraudulently obtaining dangerous drugs or altering labels on dangerous drugs who is an excessive or habitual user of dangerous drugs either from the face of the record or from other evidence, may in lieu of imprisonment, be committed to the custody of any institution for not less than six (6) months nor more than two (2) years.

Section 10. Jurisdiction. The district court shall have exclusive jurisdiction over all actions commenced under the Montana Dangerous Drug Act.

Section 11. Section 95-302(a) R.C.M. 1947, shall be amended to read as follows:

"95-302. Jurisdiction of the justice of the peace courts. The justices of the peace shall have jurisdiction of all offenses punishable by a fine not exceeding \$500 or imprisonment not exceeding six (6) months, or both such fine and imprisonment, commenced under the Montana Dangerous Drug Act except to act as examining and preliminary hearings as provided in subsection (c).

(a) Jurisdiction of all misdemeanors punishable by a fine not exceeding \$500 or imprisonment not exceeding six (6) months, or both such fine and imprisonment, commenced under the Montana Dangerous Drug Act except to act as examining and preliminary hearings as provided in subsection (c).

**MONTANA STATE LAW** (continued)

possession of dangerous drugs shall be imprisoned by imprisonment in years. Any person of the age of 21 years or under convicted of a first offense shall be presumed to be entitled to a deferred imposition of sentence.

dangerous drugs. A person commits the offense of fraudulently obtaining dangerous drugs by (a) fraud, deceit, misrepresentation or false title of, or representing himself to be a manufacturer, wholesaler, pharmacist or other persons authorized to possess dangerous drugs; (c) the use of a prescription; (d) the use of a false name or a false address on a prescription; or (e) a material fact.

dangerous drugs. A person commits the offense of altering labels on dangerous drugs by (a) forging, or altered label to a package or receptacle containing a dangerous drug; or (b) altering the package containing a dangerous drug.

dangerous drugs or altering the labels of dangerous drugs. The punishment for a person convicted of obtaining dangerous drugs or altering the labels on dangerous drugs shall be imprisonment for a term not to exceed six (6) months.

authority. A person convicted of criminal possession of dangerous drugs or altering labels on dangerous drugs, if he is shown to be an habitual offender either from the face of the record or by a pre-sentence investigation, shall be committed to the custody of any institution for rehabilitative treatment for a term not more than two (2) years.

District court shall have exclusive trial jurisdiction over all prosecutions under the Dangerous Drug Act.

C.M. 1947, shall be amended to read as follows:

Justice of the peace courts. The justices' courts have:

offenses punishable by a fine not exceeding five hundred dollars (\$500) or imprisonment for a term not exceeding six (6) months, or both such fine and imprisonment; excluding jurisdiction in cases under the Dangerous Drug Act except to act as examining and committing courts and to conduct proceedings under subsection (c).

**MONTANA STATE LAW** (continued)

(b) Concurrent jurisdiction, with district courts, of all misdemeanors punished by imprisonment exceeding fifteen hundred dollars (\$1,500); and

(c) Jurisdiction to act as examining and committing courts and for such purposes as may be required by law.

Section 12. The following power of the Montana state board of pharmacy shall be added to the act, to read: 66-1504, R.C.M. 1947, and shall be cited as section 66-1504.1, R.C.M. 1947:

(a) The Montana state board of pharmacy shall have the power to designate by regulation any drug not now included under the present Montana Dangerous Drug Act as coming within that act after investigation finds such drug to have a potential for abuse because of its depressant, sedative, or narcotic effect; (2) the appropriate federal drug authorities have pronounced such drug dangerous because of its depressant, stimulant, hallucinogenic or narcotic effect or its potential for abuse; and the board may from time to time appoint a committee of experts to advise them with regard to the regulation involved in determining whether a regulation should be proposed.

(b) Before any drug shall be designated as a dangerous drug the board shall cause notice of the hearing specifying the drug concerned shall be published at least once a week for five (5) newspapers of general circulation throughout the state.

(c) The regulations of the board in designating a substance as a dangerous drug under the Dangerous Drug Act shall be published in such manner to such extent as the board may determine to notify the public.

Section 13. If any section, subsection, sentence, clause, or phrase of this act is held to be unconstitutional, such decision shall not affect the validity of the remaining portions of the act.

Section 14. Sections 27-724, 27-725, 54-101, 54-102, 54-103, 54-104, 54-105, 54-109, 54-110, 54-111, 54-112, 54-113, 54-114, 54-115, 54-116, 54-117, 54-118, 54-119, 54-120, 54-121, 54-122, 54-123, 54-124, 54-125, 54-126, 54-127, 54-128, 94-35-123, 94-35-148, 94-35-199, and all other parts of acts in conflict herewith are hereby repealed.

Section 15. This act shall become effective immediately upon its passage and approval.

**MONTANA STATE LAW (continued)**

tion, with district courts, of all misdemeanors punishable by a fine only, not more than (\$1,500); and

as examining and committing courts and for such purpose to conduct preliminary

ing power of the Montana state board of pharmacy shall be inserted following section shall be cited as section 66-1504.1, R.C.M. 1947:

board of pharmacy shall have the power to designate by regulation any drug that is present Montana Dangerous Drug Act as coming within that act when: (1) the board with drug to have a potential for abuse because of its depressant, stimulant, hallucinant, stimulant, hallucinogenic or narcotic effect or its potential for abuse. The appoint a committee of experts to advise them with regard to any of the above matters whether a regulation should be proposed.

all be designated as a dangerous drug the board shall hold a public hearing. Notice of the drug concerned shall be published at least once a week for three (3) consecutive days of general circulation throughout the state.

the board in designating a substance as a dangerous drug coming within the Montana shall be published in such manner to such extent as the board may deem necessary to adequately

tion, subsection, sentence, clause, or phrase of this act is for any reason held void shall not affect the validity of the remaining portions of this act.

7-724, 27-725, 54-101, 54-102, 54-103, 54-104, 54-105, 54-106, 54-107, 54-108, 54-109, 54-110, 54-111, 54-112, 54-113, 54-114, 54-115, 54-116, 54-117, 54-118, 54-119, 54-120, 54-121, 54-122, 54-123, 54-124, 54-125, 54-126, 54-127, 54-128, 94-35-123, 94-35-148, 94-35-199, R.C.M. 1947, and all acts and provisions herewith are hereby repealed.

shall become effective immediately upon its passage and approval.

## VII. GLOSSARY

- addict** - person that is dependent on drugs either physically or psychologically especially to narcotic drugs
- addiction** - state of periodic or chronic intoxication produced by the repeated use over to the habit of drugs
- amphetamine** - a stimulant, such as benzedrine or dexedrine, legal only by prescription; used as an inhalant for relief of colds; used internally to stimulate the central nervous system
- barbiturate** - a form of depressant commonly referred to as "goofballs"; sedative
- benzedrine** - a stimulant of the amphetamine class; brand of amphetamine
- caffeine** - a stimulant found in coffee, coke, tea, and coca beans
- coca** - dried leaves of South American shrub, yielding cocaine; sometimes used as a stimulant
- cocaine** - a drug obtained from coca leaves; found as a white powder called crack
- codeine** - a drug of the opiate family used to relieve pain; it is habit forming and used as a mild narcotic
- dexedrine** - a stimulant of the amphetamine class
- diet pills** - stimulants of the amphetamine class; used to curb the appetite
- drugs** - any chemical compounds, other than food, intended for use in treatment of disease; substances that affect the normal behavioral pattern
- glue sniffing** - dangerous action which produces the effect of hallucinogenic drugs and death
- habituation** - a condition resulting from the repeated consumption of a drug
- hallucinogens** - any of several drugs (psychodelics) which produce sensations or perceptions of time, space, sound, color, and other bizarre effects



## VII. GLOSSARY

ndent on drugs either physically or psychologically; given to some habit  
tic drugs

or chronic intoxication produced by the repeated consumption of a drug; given  
of drugs

as benzedrine or dexedrine, legal only by prescription; used as a spray or  
of colds; used internally to stimulate the central nervous system

at commonly referred to as "goofballs"; sedative

amphetamine class; brand of amphetamine

in coffee, coke, tea, and coca beans

uth American shrub, yielding cocaine; sometimes chewed for stimulating effect

on coca leaves; found as a white powder called "C" or "snow"

te family used to relieve pain; it is habit forming; derived from morphine  
narcotic

amphetamine class

amphetamine class; used to curb the appetite

unds, other than food, intended for use in treatment, prevention, or diagnosis  
nces that affect the normal behavioral pattern of an individual

hich produces the effect of hallucinogenic drugs; may cause serious body damage

ing from the repeated consumption of a drug

age (psychedelics) which produce sensations or distortion of such things as  
color, and other bizarre effects

GLOSSARY (continued)

- heroin - the most powerful and dangerous narcotic of the opiate family; its manufacture, sale, and possession are prohibited in the U.S.
- LSD (lysergic acid diethylamide) - a powerful hallucinogen affecting the central nervous system
- marijuana - cannabis sativa; a powerful hallucinogen affecting the central nervous system; of a cigarette; controlled legally as a narcotic
- morphine - a drug of the opiate family used to relieve pain; it is habit forming
- narcotics - (dope); a habit forming drug that produces sleep, causes a stupor, and is habit forming; of the opiate family are of this class; OK-narke--numbness--one who takes narcotics
- novocaine - a synthetic drug used as an anesthetic produced from coca leaves
- opiates - drugs obtained from opium, a gum from the opium poppy
- physical dependence - physiological adaptation of the body to the presence of a drug; the need for drugs; dependence of body on a certain drug
- procaine - a synthetic drug used as an anesthetic produced from coca leaves
- psilocybin - derived from certain mushrooms in Central America; used in Indian ceremonies; not as potent as LSD but with adequate doses similar in effect; in crystal, powder or liquid; psilocyn
- psychological dependence - mental dependence which satisfies emotional or personality needs
- sedatives (depressants) - any of several drugs which calm by acting on the central nervous system
- stimulants - drugs working on the central nervous system producing excitation,

GLOSSARY (continued)

powerful and dangerous narcotic of the opiate family; it has no use in medicine; its production, sale, and possession are prohibited in the U.S.

hallucinogen affecting the central nervous system

Lysergic acid diethylamide; a powerful hallucinogen affecting the central nervous system; found in the form of tablets; controlled legally as a narcotic

the opiate family used to relieve pain; it is habit forming

habit forming drug that produces sleep, causes a stupor, or relieves pain; members of the opiate family are of this class; opium addict--numbness--one who is addicted to the use of

the drug used as an anesthetic produced from coca leaves

derived from opium, a gum from the opium poppy

physical adaptation of the body to the presence of a drug; the body develops a continuing dependence on a certain drug

the drug used as an anesthetic produced from coca leaves

from certain mushrooms in Central America; used in Indian religious rites since prehistoric times; not as potent as LSD but with adequate doses similar effects produced; available in tablet, powder or liquid; psilocybin

dependence which satisfies emotional or personality needs

several drugs which calm by acting on the central nervous system; medicines which soothe

acting on the central nervous system producing excitation, alertness, and wakefulness

**GLOSSARY** (continued)

- tolerance** - state of being where an individual must keep increasing the dose to get the same effect
- tranquillizer** - closely related to sedatives; this drug has the effect of quieting nerves and tensions, and making a person feel more at ease without pain that he would
- withdrawal** - severe and painful symptoms which result from the abrupt stoppage of a drug

**GLOSSARY** (continued)

an individual must keep increasing the dosage of a drug to maintain the

sedatives; this drug has the effect of quieting the nerves, reducing anxieties  
making a person feel more at ease without putting him to sleep as a sedative

symptoms which result from the abrupt stoppage of certain drugs

## ALCOHOL

Concepts	Teacher Materials	Student Materials
I. Some types of alcohol	<u>Basic Information on Alcohol, Narcotics Education, 1964</u>	Ditto: "Sc accompany i
A. Ethyl (present in alcoholic beverages) $C_2H_5OH$ Three main types:	"Alcohol and Alcoholism" - Public Health Service - #1640	"Health for Foresman ar.
1. Beer	"Health for All," Book 7, Scott Foresman, 1965 - pp. 165-173	"About All Foresman an
2. Wine	"Health for All," Book 8, Scott Foresman - pp. 117-125	Ditto: "A
3. Whisky, rum, gin	"A Syllabus in Alcohol Education," School and College Service, 1962	
B. Methyl (wood)	"Thinking Straight About Drinking" <u>The PTA Magazine</u> , Highlight Series #1 - pp. 19-24	
C. Glycerol (glycerine)	"The Problem--Alcohol and Narcotics" Tane Press, 1964	
	"A Student Supplement to the Problem: Alcohol, Narcotics. A Handbook for Teachers," Texas: Tane Press, 1967	
II. Advertising and history	<u>Basic Information on Alcohol, Narcotics Education, 1964</u> - pp. 170-179	Collection from newspa
	"The Wild Story of Prohibition" - <u>Look</u> , January 21, 1968	
	<u>Basic Information on Alcohol, Narcotics Information, 1964</u> - pp. 54-63	

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**Teacher Materials****Student Materials**

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**Basic Information on Alcohol,**  
**Narcotics Education, 1964**

**Ditto: "Science of Alcohol" (to**  
**accompany film)**

**"Alcohol and Alcoholism" - Public**  
**Health Service - #1640**

**"Health for All," Book 6, Scott**  
**Foresman and Co., 1965 - p. 200**

**"Health for All," Book 7, Scott**  
**Foresman, 1965 - pp. 165-173**

**"About All of Us," Book 6, Scott**  
**Foresman and Co., 1965 - pp. 199-200**

**"Health for All," Book 8, Scott**  
**Foresman - pp. 117-125**

**Ditto: "A Story About Alcohol"**

**"A Syllabus in Alcohol Education,"**  
**School and College Service, 1962**

**"Thinking Straight About Drinking"**  
**The PTA Magazine, Highlight Series**  
**#1 - pp. 19-24**

**"The Problem--Alcohol and Narcotics"**  
**Tane Press, 1964**

**"A Student Supplement to the**  
**Problem: Alcohol, Narcotics. A**  
**Handbook for Teachers," Texas:**  
**Tane Press, 1967**

**Basic Information on Alcohol,**  
**Narcotics Education, 1964 - pp.**  
**170-179**

**Collection of alcohol advertisements**  
**from newspapers and magazines**

**"The Wild Story of Prohibition" -**  
**Look, January 21, 1968**

**Basic Information on Alcohol,**  
**Narcotics Information, 1964 -**  
**pp. 54-63**

Audio-Visual	Motivating Questions	Activities
<p>Samples of alcohol</p> <p>Experiment materials: celery, red ink, ethyl alcohol, plants, flower pots, soil, grass seed, raw meat, egg, green leaf, oil, gold fish</p> <p>Film: #1162 - "Science of Alcohol"</p> <p>Filmstrip: "Alcohol: Decisions About Drinking" - Q-Ed</p> <p>Transparency: "Distillation"</p>	<p>What is alcohol? Tell what you know about it. Show samples of rubbing alcohol; compare its appearance, smell, and feel (dab on arm) with that of water.</p> <p>What kinds of beverage alcohol are there?</p> <p>Is alcohol a stimulant or a depressant? (Depressant) Why do many people think it is a stimulant? Name other stimulants and depressants.</p> <p>Discuss alcoholic content of different beverages</p> <p>How is alcohol made? (Fermentation and distillation.)</p>	<p>Experiment</p> <p>Discussion between</p> <p>Preparation of play - "Alcohol"</p> <p>Research</p> <p>Class</p> <p>Experiment</p> <p>Alcohol</p>
<p>Poster: "Products of Fermentation"</p>	<p>What foods are made by the process of fermentation?</p>	<p>Discussion (sauerkraut, pickles, on bread)</p>
<p>Transparencies: Alcohol Advertisements</p> <p>Poster: "Is It Really?"</p>	<p>How are advertisements of alcoholic beverages usually portrayed?</p> <p>Why is the "glamorous" setting used?</p> <p>What do you know about the early history of alcohol?</p> <p>What is meant by culture? What part does a person's culture play in regard to his feelings about alcohol?</p>	<p>Preparation of advertising air, of glamorous</p> <p>Write concerning</p> <p>Analysis</p> <p>Report on alcohol</p> <p>Make a list in his</p>



	Motivating Questions	Activities
ery, red ink, wer pots, scil, green leaf,	What is alcohol? Tell what you know about it. Show samples of rubbing alcohol; compare its appearance, smell, and feel (dab on arm) with that of water.  What kinds of beverage alcohol are there?	Experiments: See pp. 104-106  Discuss differences and similarities between alcohol and water.  Prepare bulletin board and table display - "A Syllabus in Alcohol Education" - p. 51.
Alcohol" isions on"	Is alcohol a stimulant or a depressant? (Depressant) Why do many people think it is a stimulant? Name other stimulants and depressants.  Discuss alcoholic content of different beverages  How is alcohol made? (Fermentation and distillation.)	Research on simple distillation process - <u>World Book</u> , 1968 - p. 195.  Experiments from film, "Science of Alcohol."
entation"	What foods are made by the process of fermentation?	Discuss foods made by fermentation (sauerkraut, cheese, buttermilk, dill pickles, chocolate, action of yeast on bread.)
Advertisements	How are advertisements of alcoholic beverages usually portrayed?  Why is the "glamorous" setting used?  What do you know about the early history of alcohol?  What is meant by culture? What part does a person's culture play in regard to his feelings about alcohol?	Prepare bulletin board showing advertising approaches (i.e., sports, fresh air, country, patriotism, social, glamour, etc.)  Write to publishers for information concerning advertising rates.  Analyze claims made by advertisements.  Report or tape on the history of alcohol.  Make cartoons depicting alcohol's use in history.

ALCOHOL (continued)

Concepts	Teacher Materials	Student Materials
III. Uses of alcohol	Encyclopedia: Industrial and medical uses of alcohol	Ditto: "Alcohol-Press, 1955"
A. Beneficial uses	<u>Basic Information on Alcohol, Narcotics Education, 1964</u>	
1. Appetizer stimulant (by doctor's prescription)		
2. Relaxing agent		
3. Aid to good fellowship (questionable aspect)		
B. Industrial uses		"The Story of U.S. Industry"
1. Lacquer		
2. Solvent (many products)		
a. Hand lotions		
b. Drugs		
c. Perfumes		
d. Dyes		
e. Patent medicines		
C. Medical uses	<u>Basic Information on Alcohol, Narcotics Education, 1964 - pp. 91-93</u>	
1. Helpful in some heart conditions		
2. Helpful in some diseases of blood vessels		

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Teacher Materials

Student Materials

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Encyclopedia: Industrial and  
medical uses of alcohol

(by  
on)  
Basic Information on Alcohol,  
Narcotics Education, 1964

Ditto: "Uses of Alcohol"

"Alcohol--Fun or Folly?" - Tane  
Press, 1968

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"The Story of Industrial Alcohol" -  
U.S. Industrial Chemicals, 1967

Basic Information on Alcohol,  
Narcotics Education, 1964 -  
pp. 91-93

Audio Visual	Motivating Question	Activities
	What is the root word in prohibition? What does prohibit mean?	Discuss the 18 <sup>th</sup> century passage
	Has the drinking of alcoholic beverages always been legal?	Research
Filmstrip: "Alcohol--Chemistry and Uses" - Eyegate - 190-A	Do you think there are beneficial uses for alcohol? List them.	Collectible
Transparencies: "Snake Bite" - "Warms Guys Up"	Does alcohol contain calories? (Yes) Vitamins? (No) Minerals? (No) Proteins? (No)	List contact etc.
	Does alcohol really cure snakebite? Does it really "warm one up?"	Discuss of alcohol
		Experiment Alcohol
		Hold using
	What are some industrial uses of alcohol?	Bulletin alcohol
	What is the connection between alcohol and patent medicines?	Alcohol 50 and Outline Show crystal
Pictures from magazines showing medical uses for alcohol	What are some medical uses for alcohol?	Research

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**Motivating Question****Activities**

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What is the root word in prohibition?  
What does prohibit mean?

Discuss the problems which arose after the 18th Amendment or "Dry Law" was passed on 1919.

Has the drinking of alcoholic beverages always been legal?

Research: "18th Amendment"

Do you think there are beneficial uses for alcohol? List them.

Collect items containing alcohol for table or bulletin board display

Does alcohol contain calories? (Yes)  
Vitamins? (No) Minerals? (No)  
Proteins? (No)

List items used in the kitchen that contain alcohol (vanilla flavoring, etc.)

Does alcohol really cure snakebite?  
Does it really "warm one up?"

Discuss fallacies concerning the use of alcohol.

Experiments from film, "Science of Alcohol" may be incorporated.

Hold a pronunciation and defining bee using key words learned thus far.

What are some industrial uses of alcohol?

Bulletin board showing importance of alcohol in industry. "Syllabus in Alcohol Education" - pp. 19-21 and 50 and 51.

What is the connection between alcohol and patent medicines?

Outline industrial uses.

Show solvent action of alcohol on crystals of iodine.

What are some medical uses for alcohol?

Research: "Alcohol in Medicine"

# ALCOHOL (continued)

Concepts	Teacher Materials	Student Materials
3. External alcohol messages 4. Disinfectant; sterilize surgical equipment 5. Diagnose early stage of Hodgkin's disease 6. Test acid secreting glands of stomach  D. Detrimental uses 1. Alcoholic beverages  IV. Adolescents may drink for a variety of reasons. Some of these are: A. To be one of the crowd B. To appear mature and grown-up C. To escape reality D. "Bottled" courage E. To conquer shyness F. To be popular G. To quell feelings of inadequacy H. A form of rebellion against parents and adults I. Because associates drink J. To satisfy curiosity; experiment  V. Alcohol is absorbed directly into the bloodstream A. Effects on body--immediate	Health and Fitness - D.C. Heath, 1962 - pp. 324-326  "How Teens Set the Stage for Alcoholism" - AMA - 1964 "Teenage Drinking in a Modern Society" - PTA Magazine - Reprint: Highlight Series #1 "Thinking About Drinking" - Public Health Service #1683  Refer to previous teacher materials Basic Information on Alcohol, Narcotics Information, 1964 "Alcohol Today--A Workbook for Youth" - Tane Press, 1965	"Alcohol: Education"  Ditto: Ditto: "a Drink" "Booze and Field Ent" "Thinking Health Se Publicat"  Ditto: Ditto: For the A Workbo 1965

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**Teacher Materials****Student Materials**

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**Health and Fitness** - D.C. Heath,  
1962 - pp. 324-326

"How Teens Set the Stage for  
Alcoholism" - AMA - 1964

"Teenage Drinking in a Modern  
Society" - PIA Magazine -  
Reprint: Highlight Series #1

"Thinking About Drinking" - Public  
Health Service #1683

Refer to previous teacher materials  
Basic Information on Alcohol,  
Narcotics Information, 1964

"Alcohol Today--A Workbook for  
Youth" - Tane Press, 1965

"Alcohol: Fun or Folly?" - Narcotic  
Education, 1966

Ditto: "Alcohol is Dynamite"

Ditto: "How to Say 'No' When Offered  
a Drink"

"Booze and You--For Teenagers Only" -  
Field Enterprises, 1964

"Thinking About Drinking" - Public  
Health Service - Children's Bureau  
Publication #456

Ditto: "Absorption of Alcohol"

Ditto: "The Brain"

For the able student: "Alcohol Today--  
A Workbook for Youth" - Tane Press,  
1965

Audio Visual	Motivating Questions	Activities
Film: #1257 - "Alcohol is Dynamite"	Can you think of any harmful uses of alcohol?	Discuss alcohol.
	Why do you think young people experiment with alcohol?	Bring and drinking
	How does alcohol affect the individual's personality?	Creative
	How might you say "no" when offered a drink?	Make int young pe discuss
	Why is there a certain legal age for drinking?	List and people e
Transparency: "Absorption of Alcohol"		
Transparency: "The Brain"		
Filmstrip: "Alcohol--Health Control" - Eyegate 190-B	Review way in which food is digested. Compare this with the way in which alcohol is absorbed without digestion.	Research which fo into bod Lesson: the brai



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**Motivating Questions****Activities**

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Can you think of any harmful uses of alcohol?

Discussion of detrimental uses of alcohol.

Why do you think young people experiment with alcohol?

Bring articles related to adolescent drinking.

How does alcohol effect the individual's personality?

Creative dramatics.

How might you say "no" when offered a drink?

Make interview tapes concerning why young people drink. Analyze and discuss them.

Why is there a certain legal age for drinking?

List and discuss reasons why young people experiment with alcohol.

Review way in which food is digested. Compare this with the way in which alcohol is absorbed without digestion.

Research and discussion of the way in which food and alcohol are absorbed into body cells.

Lesson: Functions of the areas of the brain.

ALCOHOL (continued)

Concepts

Teacher Materials

Student

B. Effect on health

"The Illness Called Alcoholism" -  
AMA - #OP 192

Dis

"Alcoholism--A Sickness That Can  
Be Beaten" - Public Affair  
Pamphlet #118

Tea

tea

"Alcohol--Why the Fuss" - Narcotics  
Education, 1966

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**Teacher Materials**

**Student Materials**

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"The Illness Called Alcoholism" -  
AMA - #OP 192

"Alcoholism--A Sickness That Can  
Be Beaten" - Public Affair  
Pamphlet #118

"Alcohol--Why the Fuss" - Narcotics  
Education, 1966

Ditto: "What Do You Think?"

Teacher materials with discretion of  
teacher.

Audio Visual	Motivating Questions	Activities
Poster: "Stages of Intoxication" Transparency: "Legal Limit"	What effects does alcohol have on one's behavior? Personality? Skills? (Especially those required in sports and driving.)  What is meant by the saying, "Alcohol and water don't mix."?	Give an explanation of the statement: "the brain stops working at the lowest concentration of alcohol." Analyze the effects they have observed. Discuss the effects during each stage. Investigate the alcohol content of State Law. Police Resources: the law to determine degree of intoxication. Invite the health department about alcohol to training. View pictures of people who might appear intoxicated. (Example: from newspaper)
Film: #1258 - "To Your Health"	How might we discover what vitamin deficiency diseases are associated with alcoholism?  How do coaches train young people for life as well as for athletics?  How do alcoholics differ from other drinkers?	Activities planned. Vary the diet. Beverage alcohol but not in other forms. Invite a public health officer to explain the effects of alcohol on health.

### Motivating Questions

### Activities

ion"

What effects does alcohol have on one's behavior? Personality? Skills? (Especially those required in sports and driving.)

What is meant by the saying, "Alcohol and water don't mix."?

Give an explanation for the following statement: "The action of alcohol on the brain starts at the highest centers and works progressively downward to the lowest centers as the alcoholic content of the blood increases."

Analyze the actions of a person you have observed who has been drinking. Discuss the part of the brain affected during each stage of intoxication.

Investigate the legal limit of blood-alcohol content according to Montana State Law.

Police Resource: Invite an officer of the law to show methods used to determine degree of intoxication.

Invite the high school coach to speak about alcohol and athletics as related to training for varsity sports.

View pictures showing how a scene might appear after alcohol intake. (Example: film out of focus.)

th"

How might we discover what vitamin deficiency diseases are associated with alcoholism?

How do coaches train young people for life as well as for athletics?

How do alcoholics differ from other drinkers?

Activities p. 107

Vary the diets of mice or rats. (Mix beverage alcohol in food of one rat but not in other, etc.)

Invite a public health nurse or doctor to explain a phase of the effect of alcohol on health.

# ALCOHOL (continued)

Concepts	Teacher Materials	Student Materials
VI. Alcohol has a definite effect on society	Refer to previous teacher materials.	Ditto: "W"
A. Traffic accidents	"How Britain Cuts Road Deaths" - <u>U.S. News and World Report</u> - February 19, 1968	Ditto: "W" Ditto: "S" Passenger
B. Industry	"Alcoholism in Industry" - <u>America</u> , March 9, 1968	Ditto: Q
1. Accidents	"The Beginning of Wisdom" - <u>Fortune</u> , May, 1968	
2. Absenteeism	"Test Your Alcohol Quotient" - AMA - #OP 87	
C. Crime	Current news articles	Current news articles

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Teacher Materials

Student Materials

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Refer to previous teacher materials.

"How Britain Cuts Road Deaths" -  
U.S. News and World Report -  
February 19, 1968

Ditto: "What Would You Do?"

Ditto: "What Would You Say?"

Ditto: "Stopping Distances for  
Passenger Cars on Dry Roads"

"Alcoholism in Industry" - America,  
March 9, 1968

Ditto: Quiz - "Alcohol"

"The Beginning of Wisdom" -  
Fortune, May, 1968

"Test Your Alcohol Quotient" - AMA -  
#OP 87

Current news articles

Current news articles

Audio Visual	Motivating Questions	Activities
Film: "None for the Road" - G.F. Public Library Poster: "Effects on Society" Transparency: "Stopping Distances"	Under what circumstances might a person's drinking of alcoholic beverages be harmful to others? What are some of the reasons behind the safety slogan, "If you drink, don't drive"? What legal restrictions have been put on individuals driving under the influence of alcohol? Can you afford the expense and risks in drinking? Why is the sale of liquor prohibited on election day?	Bring to articles in which these as or panels quency an Write a p Safety Pr Make post ing the u Discuss t forbiddin beverages
Transparency: "Rules for Pilots"	What are some problems that the use of alcohol poses for industry? What are some special hazards in industry for the person who is under the influence of alcohol? What measures have various industries taken to help prevent the huge losses that result from workers who drink <u>too</u> much? How would you explain this statement, "Alcohol gives a person a false sense of security"? What rules must pilots obey concerning the use of alcohol? (See teacher information.) How are alcohol and crime related?	Write to Patrol fo tistics a to accide Find out transport their emp Report: Interview Invite a regulatio enforces Prepare b Crime"



	Motivating Questions	Activities
G. F.	Under what circumstances might a person's drinking of alcoholic beverages be harmful to others?	Bring to class clippings from news articles reporting crimes or accidents in which drinking was a factor. Use these as a basis for class discussions or panels relating to juvenile delinquency and teenage car accidents.
"stances"	What are some of the reasons behind the safety slogan, "If you drink, don't drive"?	Write a paragraph - "Alcohol as a Safety Problem."
	What legal restrictions have been put on individuals driving under the influence of alcohol?	Make posters and write slogans concerning the use of alcohol.
	Can you afford the expense and risks in drinking?	Discuss the laws that have been passed forbidding the sale of alcoholic beverages to minors.
	Why is the sale of liquor prohibited on election day?	
Pilots"	What are some problems that the use of alcohol poses for industry?	Write to the Montana State Highway Patrol for information concerning statistics about alcohol's relationship to accidents.
	What are some special hazards in industry for the person who is under the influence of alcohol?	Find out how aviation, railroad, and transportation authorities feel about their employees' use of alcohol.
	What measures have various industries taken to help prevent the huge losses that result from workers who drink <u>too</u> much?	Report: "Rules of Pilots"
	How would you explain this statement, "Alcohol gives a person a false sense of security"?	Interview pilot and report to class.
	What rules must pilots obey concerning the use of alcohol? (See teacher information.)	Invite a pilot to tell about alcohol regulations that airlines have enforces.
	How are alcohol and crime related?	Prepare bulletin board: "Alcohol-Crime"

**ALCOHOL (continued)**

<b>Concepts</b>	<b>Teacher Materials</b>	<b>Student</b>
D. Home	"Thinking Straight About Drinking" - <u>The PTA Magazine</u> - Highlight Series No. 1, 3-7	"The The #1
1. Broken homes		
2. Neglect of children		
E. Self	"Alcoholism--A Sickness That Can Be Beaten" - Public Affairs Pamphlet #118	
1. Health		
2. Degeneration of appearance		

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Teacher Materials

Student Materials

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"Thinking Straight About Drinking" -  
The PTA Magazine - Highlight Series  
No. 1, 3-7

"Thinking Straight About Drinking" -  
The PTA Magazine, Highlight Series  
#1 - pp. 8-13

"Alcoholism--A Sickness That Can Be  
Beaten" - Public Affairs Pamphlet  
#118

Audio Visual	Motivating Questions	Activities
Transparency: "A Little Drink Every Day"	Discuss the differences between social drinking and alcoholism; can social drinking lead to alcoholism? Need it always?	Have more able prepare and give "The Work of Alcohol"
Transparency: "How Long Does An Alcoholic Live?"	Review effects of alcohol on health.	Allow students experiences of but ask them names. (Encourage know a person.)
Poster: "Don't Hide--Face Facts"	Discuss the appearance of the "alcoholic."	How can smoking cate the teenagers rather than so

### Motivating Questions

Discuss the differences between social drinking and alcoholism; can social drinking lead to alcoholism? Need it always?

Review effects of alcohol on health.

Discuss the appearance of the "alcoholic."

### Activities

Have more able student committees prepare and give class reports on "The Work of Alcoholic Anonymous."

Allow students the opportunity to cite experiences of others' use of alcohol, but ask them not to mention specific names. (Encourage their saying, "I know a person who...")

How can smoking and drinking complicate the teenage social problems rather than solve them?

## VII. TEACHER INFORMATION

Alcohol in beverages is ethyl alcohol ( $C_2H_5OH$ ). It is prepared by:

Fermentation - (Example: Beer is fermented at 3-6% alcohol)

1. Barley is converted to malt which is dried and ground. (Corn or rice added to the malt and is stirred and cooked. The result is a starch sugar. Liquid wort (malt and water) is then boiled. Hops (for better yeast and the process of fermentation then takes place. The unripe malt of 1-2 months (chemicals have reduced this to three days) after which is added) and pasteurized before packaging.
2. Example: Wine is made a 14% alcohol or 20% if it is fortified. In France and stemmed. This liquid result is then mixed with alcohol and put into bottles. After removal the liquid is then placed in a settling tank which permits sedimentation. It is then filtered, cooled, and flash pasteurized. It is then stored for several years before packaging.

Distillation - (Process used for the preparation of hard liquors)

1. Meal, grain, or fruit is ground and water is added. This liquid mass is then run through cooling pipes. Yeast is now added and fermenting takes place. The liquid is then run through a still (where the alcohol is separated as a vapor) and condensed into a liquid and put into oaken barrels for aging. According to U.S. law, the process cannot be for less than a period of four years.

## VII. TEACHER INFORMATION

alcohol ( $C_2H_5OH$ ). It is prepared by:

Beer is fermented at 3-6% alcohol)

ed to malt which is dried and ground. (Corn or rice may also be used.) Water is and is stirred and cooked. The result is a starch that contains fermentable rt (malt and water) is then boiled. Hops (for better flavor) are added along with cess of fermentation then takes place. The unripe beer is then aged for a period emicals have reduced this to three days) after which it is carbonated ( $CO_2$  is rized before packaging.

made a 14% alcohol or 20% if it is fortified. In making wine the fruit is crushed s liquid result is then mixed with alcohol and put into a fermentation tank. After d is then placed in a settling tank which permits sediments in the liquid to settle. ed, cooled, and flash pasteurized. It is then stored for a period of months to aging.

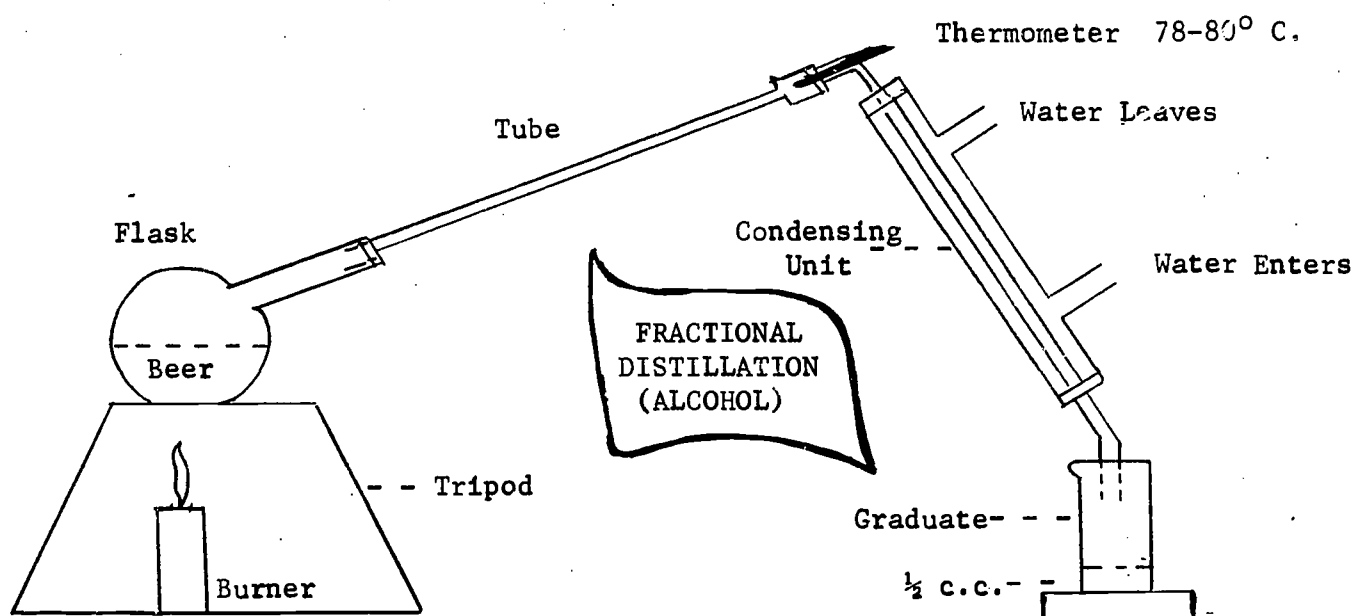
used for the preparation of hard liquors)

Fruit is ground and water is added. This liquid mash is then cooked by steam pumped pipes. Yeast is now added and fermenting takes place. Mash (distiller's beer) is a still (where the alcohol is separated as a vapor). This vapor is then condensed and put into oaken barrels for aging. According to U.S. Government laws, this aging e for less than a period of four years.

TEACHER INFORMATION (continued)

For advanced groups: Have chemist distill a bottle of beer.

ACTIVITY SECTION  
EXPERIMENT AND RESEARCH



FRACTIONAL DISTILLATION

To determine the amount of alcohol in a bottle of beer, enlist the aid of a chemist or science teacher in working out this project. The alcohol may be used for experiments outlined in A Syllabus in Alcohol Education.



TEACHER INFORMATION (continued)

EXPERIMENTS

Materials:	Celery	Grass seed
	Red ink	Raw meat
	Ethyl alcohol	Egg
	Pint bottle	Green leaf
	Two similar plants	Oil
	Two small flower pots	Goldfish
	Soil	Frog
	Matches	Small jars

Experiment 1 - Stick a piece of celery into red ink; look later to see what changes

Experiment 2 - Look at these two bottles. They look as if they had water in them. (contents and then tell what each contains.) "Yes, one is water and a drop from each bottle on some of the children's arms. Explain the action. Question until they say that the two liquids look alike, b "Let's find if they act alike on plants."

Experiment 3 - Into a pint bottle put 16.2 cc (3+teaspoonfuls) of ethyl alcohol (t of 4½% beer) and fill with water. We will call this alcohol soluti flower pots with soil; plant the same amount of grass seed in each. the other W for water. Wet A each day with the mixture or solution amount of pure fresh water. Set in a sunny window and watch the re

Experiment 4 - Give two other children potted plants exactly alike. Label the pla A with the alcohol solution and the plant W with the same amount of sunny window and watch them carefully each day to see what happens.

Study experiment 1 - a. Note the changes.  
b. How did the ink get inside the celery?  
c. Discuss how plants get food and water from the ground. C water carried by the blood in our bodies.

TEACHER INFORMATION (continued)

EXPERIMENTS

Grass seed  
Raw meat  
Egg  
Green leaf  
Oil  
Goldfish  
Frog  
Small jars

nts  
r pots  
f celery into red ink; look later to see what changes have taken place.

Two bottles. They look as if they had water in them. (Let several smell the  
then tell what each contains.) "Yes, one is water and the other is alcohol." Place  
each bottle on some of the children's arms. Explain the difference in feeling and  
on until they say that the two liquids look alike, but smell and feel differently.  
they act alike on plants."

the put 16.2 cc (3+teaspoonfuls) of ethyl alcohol (the amount in one 12 oz. bottle  
d fill with water. We will call this alcohol solution. Have two children fill  
h soil; plant the same amount of grass seed in each. Label one A for alcohol and  
water. Wet A each day with the mixture or solution and water W with the same  
fresh water. Set in a sunny window and watch the results.

children potted plants exactly alike. Label the plants A and W. Water the plant  
cohol solution and the plant W with the same amount of fresh pure water. Set in a  
nd watch them carefully each day to see what happens.

the changes.

Did the ink get inside the celery?

Discuss how plants get food and water from the ground. Compare with the food and  
r carried by the blood in our bodies.

TEACHER INFORMATION (continued)

Study experiments 3 & 4 - Time would not permit more for one day but children should discuss daily, discussing changes as they appear. Bring out:

What happened to the seeds in W and A?

What happened to the plants in W and A?

What is a substance called that hinders growth or is called a poison? Why do people sometimes

Experiment 5 - Experiment to see what alcohol does to other things.

a. Leaf in fresh water--leaf in alcohol.

b. Oil (castor or olive) in water--same in alcohol.

Divide the class into two groups. One group will get ready to test what alcohol does to water. The other group will get ready to test what water did not dissolve, using experiments "a," "b."

Experiment 6 - Use a small (3 inch) goldfish. Put it into a solution of  $\frac{1}{2}$  oz. alcohol in a 12 oz. bottle of beer. In about 20 minutes the fish will float to the surface (floating to the surface). When the effect of alcohol can be seen in fresh water.

Experiment 7 - Into a large glass jar, pour a solution ( $\frac{1}{2}$  oz. alcohol in  $\frac{3}{4}$  pint of water). In this set a lively frog and place a wire net over the top. Wait 15 or 20 minutes. Observe the actions of the frog. Remove frog.

Experiment 8 - TEMPERATURE:

Cold Water freezes at 32°F.

Alcohol freezes at 20°F.

Heat Water boils at 212°F.

Alcohol boils at 172°F.

Conclusion: Water and alcohol are different.

Experiment 9 - Touch a lighted match to a small container of water. Note action. Touch a lighted match to a small container of alcohol. Note action. Conclusion: Water quenches fire, alcohol does not.

TEACHER INFORMATION (continued)

could not permit more for one day but children should watch the other experiments discussing changes as they appear. Bring out:

What happened to the seeds in W and A?

What happened to the plants in W and A?

What is a substance called that hinders growth or is injurious? (Poison) Could alcohol be called a poison? Why do people sometimes forget that alcohol is a poison?

What does alcohol do to other things.

Put a leaf in water--leaf in alcohol.

Put an olive in water--olive in alcohol.

Divide into two groups. One group will get ready to tell how alcohol dissolved what you solve, using experiments "a," "b."

Experiment with goldfish. Put it into a solution of  $\frac{1}{2}$  oz. alcohol in  $\frac{3}{4}$  pint of water (the bottle of beer). In about 20 minutes the fish will be "under the influence" (on the surface). When the effect of alcohol can be seen, remove the fish and place him

In a jar, pour a solution ( $\frac{1}{2}$  oz. alcohol in  $\frac{3}{4}$  pint of water) to a depth of one inch. Put a lively frog and place a wire net over the top of the jar. Leave in place for 10 minutes. Observe the actions of the frog. Remove frog and place in fresh water to recover.

Water freezes at 32°F.

Alcohol freezes at 200° below F. (anti-freeze)

Water boils at 212°F.

Alcohol boils at 172°F.

Water and alcohol are different.

Put a match to a small container of water. Note action. Touch a lighted match to a small container of alcohol. Note action. Conclusion: Water quenches fire; alcohol burns readily.

TEACHER INFORMATION (continued)

Experiment 10 - Fill a two-dram vial only half full of water; tip vial and slosh top with finger, turn upside down and shake. Watch the vacuum of alcohol. It is this action which makes alcohol a preservative preventing decay.

Conclusion: The actions of water and alcohol are different. "water" because it looked like water but burned in characteristic actions: it dissolves what water

Experiment 11 - Place a small portion of raw meat in a jar containing alcohol jar of water. Leave overnight. Note reactions.

Place a leaf in a jar of alcohol. Place a leaf in a jar of water. Note appearance of solution. (Leaf in alcohol has had chlorophyll, the liquid a green color.)

Pour a small amount of alcohol into a saucer containing the water.

Film #1162 - "Science of Alcohol" contains experiment suggestions.

TEACHER INFORMATION. (continued)

ram vial only half full of water; tip vial and slowly fill up with alcohol; close  
ger, turn upside down and shake. Watch the vacuum formed by the dehydrating action  
It is this action which makes alcohol a preservative, absorbing moisture, and thus  
ecay.

The actions of water and alcohol are different. The Indians called whisky "fire  
water" because it looked like water but burned in the fire. Alcohol has two  
characteristic actions: it dissolves what water will not; it absorbs water.

1 portion of raw meat in a jar containing alcohol. Place a piece of raw meat in a  
. Leave overnight. Note reactions.

in a jar of alcohol. Place a leaf in a jar of water. Leave overnight. Note  
of solution. (Leaf in alcohol has had chlorophyll extracted by the alcohol leaving  
green color.)

amount of alcohol into a saucer containing the white of an egg. Note reaction.

"Science of Alcohol" contains experiment suggestions.

TEACHER INFORMATION (continued)

ACTIVITIES

A normal driver, when looking ahead, can see objects approaching from both sides. sitting on a chair (the driver's seat) and name the children as they approach from that as much alcohol as is in a glass of beer narrowed the eye span. Place pieces position of blinders. Let the children approach from both sides again. Note reaction safety?

The normal eye can see distinctly about 30 feet ahead. (Measure and mark distance a glass or two of beer reduced that distance as much as one-third. How many feet How far then could the drunken driver see? (20) Have you ever heard a driver say "close."?

Discuss:

Red and green lights are the signals for danger and safety. Alcohol equal to the lights. Two hours after drinking, traffic lights may appear pink or white. driver doesn't see the red light, he is likely to conclude that the green light red light without knowing he has done so.

Numbing the nerve centers affects the head and hand teamwork. A sober driver a second. It was found that the alcohol in a glass or two of beer may lengthen of a second. (Kraepelin). All the senses have been dulled and the thinking process

Have the children make a list of the rules for good pilots. What rules must pilots of good pilots:

- Good eyesight
- Good hearing
- Keen sense of smell
- Accurate thinking and ability to make decisions quickly
- Prolonged endurance
- Steady nerves and sense of responsibility and honor
- Ability to fix attention over a one period of time and to make decisions

TEACHER INFORMATION (continued)

ACTIVITIES

ing ahead, can see objects approaching from both sides. Have the children try it by  
ver's seat) and name the children as they approach from both sides. It was found  
in a glass of beer narrowed the eye span. Place pieces of cardboard or paper in the  
the children approach from both sides again. Note reactions. How would this affect

inctly about 30 feet ahead. (Measure and mark distance.) As much alcohol as is in  
ced that distance as much as one-third. How many feet is that? (10) Measure that.  
ken driver see? (20) Have you ever heard a driver say, "I didn't think it was so

the signals for danger and safety. Alcohol equal to a glass or two of beer dims  
ter drinking, traffic lights may appear pink or white instead of red. Because the  
ed light, he is likely to conclude that the green light is on and drives through the  
g he has done so.

s affects the head and hand teamwork. A sober driver can put on the brake in 1/5 of  
that the alcohol in a glass or two of beer may lengthen that time to 2/5 or even 4/5  
All the senses have been dulled and the thinking process slowed down by alcohol.

st of the rules for good pilots. What rules must pilots obey? Name the requirements

nt

g  
of smell

inking and ability to make decisions quickly

ndurance

es and sense of responsibility and honor

fix attention over a one period of time and to make demands at one time



TEACHER INFORMATION (continued)

What could help develop these rules? What could hinder their development?

Alcohol interferes with both reflex and voluntary movements

Alcoholic drinks hinder quick action in flying

Small amount of alcohol in the blood causes a dullness in the nerve centers  
important functions required of the pilot

TEACHER INFORMATION (continued)

rules? What could hinder their development?  
Interferes with both reflex and voluntary movements  
Fats hinder quick action in flying  
Excess of alcohol in the blood causes a dullness in the nerve cells which control  
actions required of the pilot

TEACHER INFORMATION (continued)

ALCOHOL IN INDUSTRY

Alcohol has many uses in industry. Some of them are:

A solvent for making drugs, dyes, oils, resins, shellacs, varnishes, shoe polish; it dissolves what water will not dissolve.

A chief element in extracts, perfumes, lotions, liniments, essences, tinctures, and washing preparations, insecticides; in the processes of printing, photography, and felt hats, soap, artificial silks, imitation leather, cutlery and jewelry, and substances which water does not affect, or it will harden other substances.

An antiseptic for ablutions--because it kills bacteria.

A preservative for specimens of plant and animal tissues, by absorbing moisture and preventing decay.

An important element in barometers, thermometers, spirit levels, anti-freeze, and is not affected by temperature changes.

A fuel for producing heat, power, "canned heat"; it burns freely without smoke.

SEE ENCYCLOPEDIA REFERENCES ON "INDUSTRIAL ALCOHOL."

ABSORPTION OF ALCOHOL

After absorption and distribution by the blood, alcohol undergoes changes. In the liver; here alcohol is changed to acetaldehyde (a toxic irritating compound). Acetaldehyde is oxidized to form acetate, carbon dioxide, and other compounds. Alcohol doesn't change and is eliminated in the breath, perspiration, and urine. Efforts to speed up the rate of metabolism, but as yet none have been successful.

TEACHER INFORMATION (continued)

ALCOHOL IN INDUSTRY

industry. Some of them are:

drugs, dyes, oils, resins, shallacs, varnishes, shoe and stove polishes--because it will not dissolve.

tracts, perfumes, lotions, liniments, essences, tinctures, disinfectants, cleaning and insecticides; in the processes of printing, photography, the making of films, straw artificial silks, imitation leather, cutlery and jewelry--because it will dissolve or does not affect, or it will harden other substances.

ations--because it kills bacteria.

specimens of plant and animal tissues, by absorbing some of the water it leaves them hard

in barometers, thermometers, spirit levels, anti-freeze mixtures because it is little more changes.

heat, power, "canned heat"; it burns freely without smoke or ash.

REFERENCES ON "INDUSTRIAL ALCOHOL."

ABSORPTION OF ALCOHOL

tribution by the blood, alcohol undergoes changes. The major part of the changes occur alcohol is changed to acetaldehyde (a toxic irritating chemical which rarely accumulates). to form acetate, carbon dioxide, and other compounds. A small per cent of alcohol is eliminated in the breath, perspiration, and urine. Efforts are now being made to speed this process, but as yet none have been successful.

TEACHER INFORMATION (continued)

EFFECT OF ALCOHOL BY %

.05% - .15%	lack of coordination
.15% - .20%	obvious intoxication
.30% - .40%	unconsciousness
.50% - +	may be fatal
.60% - .70%	centers that control breathing and heartbeat are

TREATMENT FOR ALCOHOLISM

1. Some cases are incurable.
2. Long, tedious treatment for those who wish to be cured; hospitalization required
  1. Psychotherapy for patient
  2. Conditioning--purpose is to make patient hate the smell, s alcohol; drugs are given to bring about nausea and vomiting
  3. Sensitization--give agents such as animal charcoal to produce
  4. Alcoholism clinics--try to create group spirit
  5. Alcoholics Anonymous--fellowship of former addicts
  6. Effects of alcohol withdrawal--"D T'S"--delirium tremens (auditory); treatment is to improve nutrition, vitamins, mineral balance

TEACHER INFORMATION (continued)

EFFECT OF ALCOHOL BY %

of coordination

ous intoxication

nsconsciousness

be fatal

ers that control breathing and heartbeat are affected and death follows

TREATMENT FOR ALCOHOLISM

e who wish to be cured; hospitalization required; forms of treatment:

for patient

-purpose is to make patient hate the smell, sight, taste, and thought of  
s are given to bring about nausea and vomiting

--give agents such as animal charcoal to produce dizziness and nausea

inics--try to create group spirit

onymous--fellowship of former addicts

cohol withdrawal--"D T'S"--delirium tremens (hallucinations--visual and  
eatment is to improve nutrition, vitamins, minerals, and restore water-salt

TEACHER INFORMATION (continued)

MISCELLANEOUS INFORMATION

Alcohol has the following effects on the body:

- Stimulates flow of saliva and gastric juices; increases urine excretion
- Dilates blood vessels
- May increase heartbeat and blood pressure
- May affect the liver
- Causes inflammation of throat, windpipe, and stomach linings (hard liquor)
- Increases weight because it is a high energy food and doesn't need digesting; then
- Affects brain, acts as a stimulant; dulls thinking
- Creates a warmth illusion

Excess alcohol causes:

- Euphoria (sense of well-being)
- Causes overly assertive personality
- Reflexes become sluffish
- Depression (crying spells)
- Inebriation--face flushed; pupils dilated; speech difficulty; violence; creates d

Alcohol in beverages is absorbed without digestion--some is absorbed through the stomach intestine. Rate of absorption depends on:

- Amount of alcohol consumed
- Other chemicals in the beverage
- Food in the stomach
- Speed of drinking
- Body weight

The health of a person may be affected by alcohol:

- Malnutrition
- Liver ailment (cirrhosis) - No Positive Proof
- Alcoholic polyneuritis
- Wernicke's disease

TEACHER INFORMATION (continued)

MISCELLANEOUS INFORMATION

ects on the body:

and gastric juices; increases urine excretion

blood pressure

coat, windpipe, and stomach linings (hard liquor)

is a high energy food and doesn't need digesting; therefore food intake must be cut  
stimulant; dulls thinking

ing)

personality

pupils dilated; speech difficulty; violence; creates disturbances

bed without digestion--some is absorbed through the stomach, but most through the small  
n depends on:

verage

e affected by alcohol:

-- No Positive Proof



TEACHER INFORMATION (continued)

Amnesia  
Epileptic seizures  
Mental disturbance--paranoia  
Unusually affected by cold  
Cancer  
Beer heart  
Pellagra  
Kidney disease--no medical evidence, but can aggravate stomach ulcers

Symptoms of alcoholism:

Bloodshot eyes  
Puffy skin on forehead and face  
Flushed skin  
"Whisky nose"  
Hoarseness  
Trembling of fingers  
Appetite loss  
Stomach lining inflammation--gastritis  
Nausea and vomiting

TEACHER INFORMATION (continued)

HOW DOES ALCOHOL AFFECT THE BODY?

The higher centers of the brain--which control judgment and reasoning--are affected first. Inhibitions are removed and emotions begin to take charge of behavior.

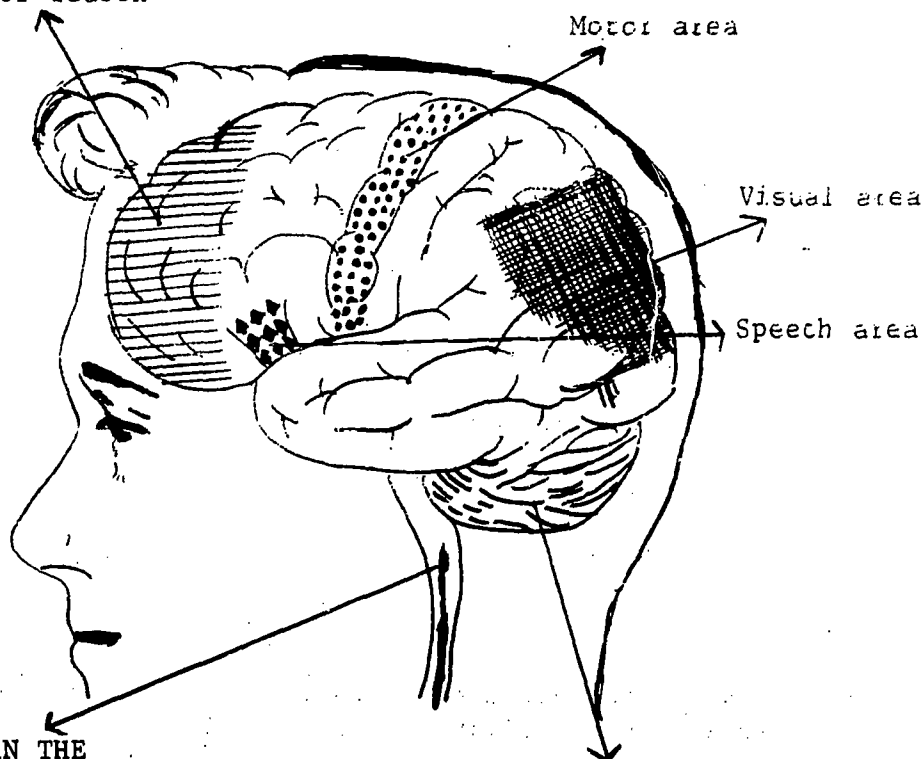
As more motor areas are affected, resulting in

Center for control of reason

Motor area

Visual area

Speech area



MEDULLA OBLONGATA--IN THE  
BRAIN STEM

(Part of the brain that helps  
control breathing, circulation  
of blood, digestion.)

CEREBELLUM

(Part of the brain that helps  
control balance and coordination)

BAUER, JENKINS, SHACTOR, POUNDS,

THE NEW HEALTH AND SAFETY

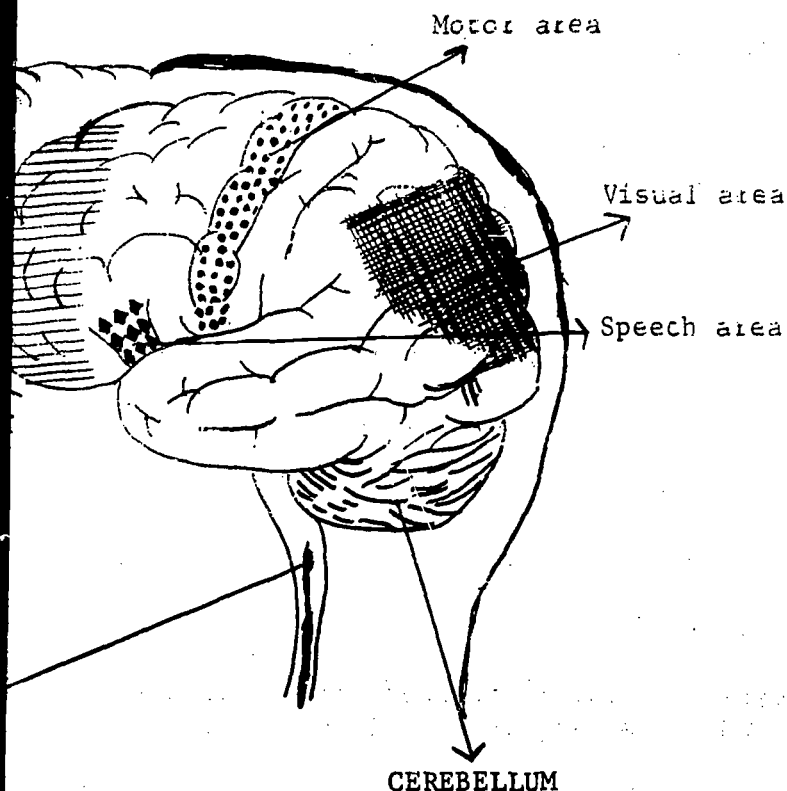
SCOTT, FORESMAN & COMPANY - p. 100 - 1965

TEACHER INFORMATION (continued)

HOW DOES ALCOHOL AFFECT THE BODY?

n--which control  
ected first.  
otions begin to

As more alcohol is absorbed, the  
motor area of the brain is affected--  
resulting in impaired coordination.



Next, the center for speech  
control is upset; speech  
becomes incoherent

The visual area of the brain  
is affected next. Focusing of  
the eyes becomes difficult.

With increased intake of alcohol,  
the whole balance of the brain is  
upset, and the person "passes  
out"--numbed into unconsciousness  
by the effects of alcohol, an  
anesthetic drug.

(Part of the brain that helps  
control balance and coordination.)

BAUER, JENKINS, SHACTOR, POUNDS,

THE NEW HEALTH AND SAFETY

SCOTT, FORESMAN & COMPANY - p. 100 - 1965

## VIII. GLOSSARY

- absorb - to take in and incorporate into the cells
- abstention - a doing without
- alcoholic content - the amount of alcohol in a given substance
- alcoholism - a diseased condition caused by habitually drinking too much alcohol
- amnesia - partial or total loss of memory
- anesthetic - a drug, gas, etc., that produces a partial or total loss of the sense of touch
- antiseptic - free from infection; stopping the action of microorganisms
- blood pressure - the pressure exerted by the blood against the inner walls of the vessels
- carbon - a non-metallic chemical element found in many compounds
- depressant - a substance which lowers the rate of muscular or nervous activity
- dilation - enlargement of an organ, cavity, or opening of the body beyond normal
- disinfectant - anything that destroys harmful bacteria or viruses
- distillation - the process of first heating a mixture to separate the more volatile parts and then cooling and condensing the resulting vapor so as to obtain a pure or refined substance
- ethyl alcohol - beverage alcohol which is composed of carbon, hydrogen, and oxygen
- euphoria - a feeling of well being

### VIII. GLOSSARY

incorporate into the cells

alcohol in a given substance

tion caused by habitually drinking too much alcoholic liquor

loss of memory

, that produces a partial or total loss of the sense of pain, temperature,

tion; stopping the action of microorganisms

rted by the blood against the inner walls of the veins and arteries

hemical element found in many compounds

h lowers the rate of muscular or nervous activity

an organ, cavity, or opening of the body beyond normal size

estroys harmful bacteria or viruses

first heating a mixture to separate the more volatile from the less volatile  
cooling and condensing the resulting vapor so as to produce a more nearly pure  
rance

l which is composed of carbon, hydrogen, and oxygen -  $C_2H_5OH$

ll being

GLOSSARY (continued)

external	- on the outside or exterior
false confidence	- an inaccurate or mistaken feeling of being assured or certain
fermentation	- breakdown and change of molecules in a substance due to a ferment
habit forming	- a substance is habit forming if it causes its user to repeat its use that it becomes automatic
hydrogen	- an inflammable, colorless, odorless, gaseous chemical element
inferiority	- the quality or condition of feeling lower in value, below average,
inflammation	- diseased condition characterized by redness, pain, heat, and swelling
internal	- of or on the inside
malnutrition	- undernourishment resulting from insufficient food or improper diet
mature	- full grown; fully developed; mental and physical development
muscular coordination	- harmonious, orderly adjustment or working of the muscles
oxygen	- colorless, odorless, gaseous chemical element
reaction	- a response to a stimulus
reality	- a state or quality of being real
reflex	- reaction to a stimulus
self-control	- control (command; authority) of oneself, or of one's own emotions,
self-respect	- proper respect (consideration) for oneself, one's character, and of

GLOSSARY (continued)

side or exterior

ate or mistaken feeling of being assured or certain

and change of molecules in a substance due to a ferment such as a bacteria

e is habit forming if it causes its user to repeat its use over and over again so  
comes automatic

able, colorless, odorless, gaseous chemical element

y or condition of feeling lower in value, below average, or mediocre

condition characterized by redness, pain, heat, and swelling

the inside

ishment resulting from insufficient food or improper diet

n; fully developed; mental and physical development

s, orderly adjustment or working of the muscles

, odorless, gaseous chemical element

e to a stimulus

r quality of being real

to a stimulus

(command; authority) of oneself, or of one's own emotions, desires, and actions

spect (consideration) for oneself, one's character, and one's behavior

GLOSSARY (continued)

- |                 |   |
|-----------------|---|
| social problems | - problems having to do with human beings living together as a group that they have dealings with one another |
| solvent         | - a substance used for dissolving another substance   |
| standard        | - some measure, principle, or model with which things of the same kind determine their quality or value       |
| stimulant       | - a substance that increases the action of a body part; stimulant and alertness                               |



GLOSSARY (continued)

to do with human beings living together as a group in a situation requiring dealings with one another

for dissolving another substance

inciple, or model with which things of the same class are compared in order to quality or value

increases the action of a body part; stimulants produce excitation, wakefulness,

### CULMINATING ACTIVITIES

The culminating activity may be a large project or it may be a relatively simple class activity. Activities should not be mere "show pieces." The activity should bring together the material into one focal point and allow the widest possible range of pupil contributions.

Information may be shared by means of committee work, individual reports, or class discussion. These culminating activities should involve a new look at the unit--a review of material. Dramatizations, exhibits, panel discussions, and debates may be undertaken. Some suggestions:

- Plan a program for parents centered around some of the most successful projects and reports.

- Have students plan ways to share information gathered during the unit.

- Have a panel discussion or debate concerning some part of the unit that the students learned.

- Plan a program for another class to witness.

- Dramatize an aspect of the unit. (Example: A sociogram concerned with alcohol.)

- Divide the class into groups and have them put on a "quiz program" covering some of the material learned.

- Invite a resource person to tell the students some new information not dealt with in the unit.

- Invite an officer of the law to talk about legal controls over alcohol and drugs in the community.

### CULMINATING ACTIVITIES

may be a large project or it may be a relatively simple classroom activity. Culminating activities should be "show pieces." The activity should bring together the basic learning of the unit and allow the widest possible range of pupil contributions.

Activities may be carried out by means of committee work, individual reports, or class discussion. Keep in mind that activities should involve a new look at the unit--a review of materials in a fresh new way. Lectures, panel discussions, and debates may be undertaken. Some suggestions are as follows:

1. Projects centered around some of the most successful projects undertaken during this unit.

2. Displays to share information gathered during the unit.

3. A lecture or debate concerning some part of the unit that the students have found most stimulating.

4. A play or skit by another class to witness.

5. A report of the unit. (Example: A sociogram concerned with alcohol.)

6. Assign students to groups and have them put on a "quiz program" covering some of the information they have

7. Invite a guest person to tell the students some new information not dealt with in class discussions.

8. Invite a lawyer to talk about legal controls over alcohol and drugs in relation to the local scene.

### EVALUATION

Evaluation should be a constant and continuing process. Every discussion and class should be evaluated by the teacher before proceeding on to the next day's activities. Usually at the completion of the unit, a great deal may be gained by pausing to consider what information, in study skills, and in attitudes and behavior. Written tests are especially important in information growth, and the teacher can use this measurement in planning further.

Obviously, however, an important aspect of evaluation concerns social attitudes and pupil self-evaluation should not be overlooked. Pupils should join in the evaluation. What did they find especially interesting and worthwhile? What have they learned that will help them work effectively?

The following questions may serve to aid in teacher-pupil evaluation:

### KNOWLEDGE

Have the objectives set forth at the beginning of the unit been fulfilled?

Do the students understand the importance of making wise decisions concerning the use of alcohol?

Are students aware of the effects that smoking has on a person's health?

Do students understand the general over-all conclusions reached by the Surgeon General?

Do students understand the main drug types and their effects on the central nervous system?

Do students understand that valuable medicines can also be poisons?

Do students understand the facts concerning marijuana's controversial effects?

Do students understand that no drugs should be taken unless prescribed by a physician or pharmacist, or "over-the-counter-drugs," under parental supervision?

### EVALUATION

continuing process. Every discussion and class period should be informally leading on to the next day's activities. Usually, however, after the may be gained by pausing to consider what individuals have gained in information and behavior. Written tests are especially valuable to measure gains and can use this measurement in planning further review.

Object of evaluation concerns social attitudes and progress of individuals. overlooked. Pupils should join in the evaluation of the unit. What have they learned worthwhile? What have they learned that will help them attack some new

aid in teacher-pupil evaluation:

### KNOWLEDGE

beginning of the unit been fulfilled?

importance of making wise decisions concerning the use of tobacco, drugs, and

that smoking has on a person's health?

all over-all conclusions reached by the Surgeon General's Advisory Committee?

drug types and their effects on the central nervous system?

able medicines can also be poisons?

concerning marijuana's controversial effects?

drugs should be taken unless prescribed by a physician, or as in the case of parental supervision?

EVALUATION (continued)

Do students understand what alcohol is and how it is used commercially?

Do students understand how alcohol is absorbed into the bloodstream and how it affects the body?

Do students understand that the alcohol problem is a major health concern today?

Do students understand that alcohol has a definite effect on society?

EVALUATION (continued)

Understand what alcohol is and how it is used commercially?

Understand how alcohol is absorbed into the bloodstream and how it affects the brain?

Understand that the alcohol problem is a major health concern today?

Understand that alcohol has a definite effect on society?

EVALUATION (continued)

SKILLS

Has the unit prompted the students to do more research on their own initiative?

Have the students become better listeners?

Can the student better remember what he has heard and seen?

Can the student be more critical and discriminate concerning methods and approaches?

Have the students improved in notetaking and research skills?

Can the students look for their own sources of information and question sources of

Are students learning to observe, weigh, and retain or discard information.

Have the students developed skills to pursue further learning?

Has the child been better able to communicate and share with others those things



EVALUATION (continued)

SKILLS

ents to do more research on their own initiative?

er listeners?

er what he has heard and seen?

cal and discriminate concerning methods and approaches of advertising?

notetaking and research skills?

ir own sources of information and question sources of others?

erve, weigh, and retain or discard information.

kills to pursue further learning?

e to communicate and share with others those things that he has read and seen?

EVALUATION (continued)

ATTITUDES

Has the student:

Gained self-respect in regard to his abilities to make decisions?

Become a better and happier member of the group?

Acquired understandings regarding responsibilities for individual and citizen within the classroom?

Been able to present and listen calmly and courteously to a different point of view?

Been seeking information on both sides of the problem regarding the use of tobacco?

Become more sensitive to the problems regarding the use of tobacco, alcohol, and drugs?

Been better able to face and try to solve problems and accept responsibility?

Gained healthy, wholesome, and intelligent outlooks concerning the use of tobacco, alcohol, and drugs?

EVALUATION (continued)

ATTITUDES

regard to his abilities to make decisions?

ppier member of the group?

s regarding responsibilities for individual and group tasks--thus becoming a better  
ssroom?

nd listen calmly and courteously to a different point of view?

on on both sides of the problem regarding the use of tobacco, drugs, and alcohol?

to the problems regarding the use of tobacco, alcohol, and drugs?

ce and try to solve problems and accept responsibilities rather than run away from them?

ome, and intelligent outlooks concerning the use of tobacco, alcohol, and drugs?

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New York, New York 10010

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535 North Dearborn  
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P. O. Box 2079  
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5454 Wisconsin Avenue  
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4040 North Fairfax Drive  
Arlington, Virginia 22203

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P. O. Box 3654  
Central Station  
Arlington, Virginia 22203

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